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Contents

TO TEACH IS TO RELATE	145
Rev. Donald F. Shea, C.P.P.S.	
A PLAN FOR THE TRAINING OF CATHOLIC LAY LEADERS	152
Arthur R. Riel	
VITALIZING CREATIVE WRITING CLASSES	163
John Schroeder	
THE PROJECT TECHNIQUE IN CONSUMER EDUCATION ..	175
Brother Leo V. Ryan, C.S.V.	
THE CATHOLIC UNIVERSITY RESEARCH ABSTRACTS ..	190
HIGHER EDUCATION NOTES	193
SECONDARY EDUCATION NOTES	196
ELEMENTARY EDUCATION NOTES	199
NEWS FROM THE FIELD	204
BOOK REVIEWS	207
BOOKS RECEIVED	214

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TO TEACH IS TO RELATE

REV. DONALD F. SHEA, C.P.P.S.*

The Catholic school has many problems, but among them there are none more challenging and persistent than these two: first, how can teaching be made more effective? and second, how can truly Catholic graduates be produced?

Underlying the suggested answer to these two perennial problems are three basic truths. First, the teacher most properly teaches students, not subject matter. The latter is, as it were, but the instrument whereby the teacher stimulates learning on the part of the learner. St. Thomas, in his *De Magistro*, plainly tells us that learning is self-activity on the part of the learner.¹ But learning is the goal and convex of teaching.² Hence, since learning is an act of the student's intellect, the student, not the subject matter, must be the primary object of any instructional method. As Spears pointedly says, "We are teaching the student, but we must simultaneously ask: we are teaching him what?"³

The second truth is that effective instruction demands that we teach the whole student. Although it is true that intellectual endeavor and perfection must mark the work of the Catholic school, yet to attempt to educate the intellect apart from the soul, the emotions, and the body is to ignore the reality stressed by the whole of Christian doctrine—the essential unity of man. We need not abandon the intellectualism of Newman to embrace the Christian humanism of Pius XI.

As our third premise, we take the truth expressed by Frank Sheed: "Successful living means a right relation between man

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¹ Mary Helen Mayer, *The Philosophy of Teaching of St. Thomas Aquinas*, pp. 41-61. Milwaukee: Bruce Publishing Co., 1929.

² William Cunningham, *The Pivotal Problems of Education*, p. 435. New York: Macmillan Co., 1941.

³ Harold Spears, *Some Principles of Teaching*, p. 40. New York: Prentice, Inc., 1949.

and all else that is.”⁴ But we go further; just as living is relating and seeing relationships, so teaching is relating and showing relationships. Or more exactly, by teaching we must communicate to the student an awareness and understanding of the deep connections between him, his subject, and all other reality, a reality climaxed and interpenetrated by God.

What we propose here, then, is essentially a means, a method—based on these three truths—to the end of effectively teaching the “whole man,” so that he may live successfully, in the full and ultimate, yet nonetheless practical, meaning of that word. Viewed in this manner, we can see that the two problems of the Catholic school originally posed are in fact but one; for truly effective instruction must result in graduates learned not only in things of the intellect but also in Catholic culture, in the Catholic way of life.

Ordway Tead writes, “It is the whole man who teaches and it is the whole person who is learning.”⁵ Here is epitomized both the motive and the end of relating in teaching. Indeed, to teach is to relate, to connect simultaneously in three spheres of human life, all of which are essential to the “whole man.”

The teacher must relate: (1) the supernatural with the natural; (2) the abstract, “academic” intellectual with experience, intellectual and sensate; and (3) the ideal or the goal with the mediocre and uninspired. We shall briefly consider each of these relational processes.

RELATING THE NATURAL AND THE SUPERNATURAL

Surely fundamental is the first task of the teacher: to relate the natural and the supernatural. That in reality itself the supernatural supposes and perfects the natural needs no new proof; it is the burden of all truly Christian thought.

But the teacher must have a vital awareness of the deep application of this classic theological dictum to his own field. Pius XI said: “. . . Christian education takes in the whole ag-

⁴ Frank Sheed, “Reading and Education,” *A Century of the Catholic Essay*, ed. by Raphael H. Gross, p. 172. New York: J. P. Lippincott Co., 1946.

⁵ Ordway Tead, *College Teaching and College Learning: A Plea for Improvement*, p. 6. New Haven: Yale University Press, 1949.

gregate of human life, physical and spiritual, intellectual and moral, individual, domestic, and social, not with a view of reducing it in any way, but in order to elevate, regulate, and perfect it, in accordance with the example and teaching of Christ.⁶

For the task of education is "to impart in a thousand ways, which defy formulation, the Catholic attitude toward life as a whole . . . to the student, who thereby realizes that Catholicism is not merely a creed, but a culture."⁷

Since, then, it is true that "Catholic learning can exist only in a particular relation to theology, . . . this theology itself must be living . . . ; [it] must be vital, must be alive to all the crucial problems of the times."⁸

In short, Catholic teaching must make its own, must impart what Maritain so truly calls the "humanism of the Incarnation."⁹ Vitally to relate the natural and the supernatural is to be the Christian humanist, the true humanist. The teacher, "in brief, will try to make his own life an integrally spiritual one: a life in which he passes indeed, not from unspiritual to spiritual activities, but from religious secular activities to religious spiritual actions—as his vocation requires."¹⁰

Secularism (and this great heresy of today is not foreign to Catholic education) is concerned with the here and now; what we may call the "unrelated spiritual" is interested only in the hereafter (if this be possible); an integral Christian humanism looks at the here in relation to the hereafter, and at the hereafter as the goal of the here.

Surely "it would be a mistake to think that the education of Christians by Christians is necessarily a Christian education."¹¹ Hence, regardless of the subject matter, the Catholic teacher must relate God and man, the spiritual and the material, the

⁶ Pope Pius XI, "Christian Education of Youth," *Five Great Encyclicals*, ed. by Gerald C. Treacy, p. 65. New York: Paulist Press, 1939.

⁷ George Bull, "The Function of the Catholic College," *Truth*, XXXVII (August, 1933), 20-22.

⁸ Leo R. Ward, *Blueprint for a Catholic University*, pp. 8-9. St. Louis: B. Herder Book Co., 1949.

⁹ Jacques Maritain, *True Humanism*, pp. 65-66. New York: Charles Scribner's Sons, 1938.

¹⁰ John J. Ryan, *The Idea of a Catholic College*, p. 9. New York: Sheed & Ward, 1945.

¹¹ Edward Leen, *What Is Education?* p. 6. New York: Sheed & Ward, 1944.

temporal and the eternal. He should, as Edmund Burke so beautifully said, "auspice all our proceedings with the old warning of the Church, *sursum corda*."¹² Truly, "religion in a liberal education must be a value-scheme which men accept, which is a part and parcel of them, which is vital to their learning and life."¹³

The relevance of what Newman says of the unity of knowledge to the interpenetration of the natural by the supernatural is clear: ". . . I lay it down that all knowledge forms one whole, because its subject-matter is one; for the universe in its length and breath is so intimately knit together, that we cannot separate off portion from portion, and operation from operation, except by a mental abstraction."¹⁴

RELATING THE PARTS AND THE WHOLE

A second process of relating in teaching is in the primarily intellectual realm. Who has not been subjected to teachers, on the one hand, who were so wholly concerned with abstractions, with theorizing, synthesizing, and interpreting concerning facts but vaguely appreciated by the student; or to those, on the other hand, who entirely limited what they would call teaching to the individual, unrelated fact, to reciting their research? The former often, it is true, teaches himself a great deal, but forgets whom he is supposed to be teaching; the latter is simply the educational casuist.

Dr. W. H. Cowley gives us a very plausible explanation of these unhappily frequent educational phenomena.¹⁵ The research student is necessarily concerned with the isolated, individual fact; the scholar, who then synthesizes and interprets this raw material, looks at the whole. Neither, as such, is a teacher. For the true educator, supposing the work of both researcher

¹² As quoted in Richard Livingston, *Some Thoughts on University Education*, p. 21. Cambridge, Mass.: National Book League, 1948.

¹³ Edward A. Fitzpatrick, *I Believe in Education*, p. 7. New York: Sheed & Ward, 1938.

¹⁴ John Henry Newman, *The Idea of a University*, p. 50. London: Longmans, Green & Co., 1907.

¹⁵ W. H. Cowley, "Towards Harmonizing the Conflicting Points of View about the Ph.D. Curriculum for Preparing College Teachers," *Toward Better College Teaching*, ed. by Fred J. Kelley, pp. 17-23. Washington, D.C.: U. S. Government Printing Office, 1950.

and scholar, must communicate the whole as seen in the individual. Unless he does that, he will either frustrate and discourage the student by disembodied abstractions or bore him by undigested casuistry.

Indeed, "however much the teacher is proudly specialist, he has always to be humanist for the best results to accrue."¹⁶ For "scholarship is pure gain to the mind that knows the totality; to any other it is, in greater or less degree, an eccentricity."¹⁷ Berdyaev recalls to us the metaphysical basis for this pedagogical truism: "It is only when human personality is rooted in the cosmos, that it finds an ontological ground to give it its chief substance."¹⁸

Only "if the teacher is continuously thinking of his subject in terms of a freshly viewed concern for applications [will] both he and his students find their enthusiasm heightened. . . . Discovery of this connection somewhere in the student's present outlook is continuously required."¹⁹ For "only by knowing in so far as possible the level at which your students now stand can you expect them to climb effectively with you toward higher goals. *Growth always begins where the individual learner is, not where the teacher is.*"²⁰ For although "the intellectual peak has to be a peak, . . . we wish it not isolated and remote from our common life."²¹ President Neilson of Smith College years ago directed: "Connect their [students'] subjects with the living issues of the day."²²

In fine, we must realistically say of the student what Bishop Sheen says more generally: "We must make a start with modern man as he is, not as we should like to find him."²³

There is perhaps no clearer, more compelling example of this educational principle than in the teaching of Our Lord; He cast the most exalted truths in words and settings familiar to His

¹⁶ Tead, *op. cit.*, p. 6.

¹⁷ Sheed, *op. cit.*, p. 173.

¹⁸ Nicholas Berdyaev, *The End of Our Time*, p. 85. New York: Sheed & Ward, 1933.

¹⁹ Tead, *op. cit.*, p. 44.

²⁰ Spears, *op. cit.*, p. 40. Italic inserted.

²¹ Ward, *op. cit.*, p. 44.

²² As quoted in Tead, *op. cit.*, p. 44.

²³ Fulton J. Sheen, *Peace of Soul*, p. 6. New York: Appleton-Century-Crofts, Inc., 1949.

hearers' experience. He truly started with man as he was. Christ's use of parables illustrates yet another truth essential to effective teaching: "The 'love of wisdom' is affective as well as intellectual: knowledge demands love as its complement."²⁴

This second process of relating corresponds generally to Cunningham's third principle of human learning: namely, the principle of apperception—every new idea is learned to the degree that it is assimilated to other ideas already in the mind.²⁵

RELATING THE MEANS AND THE END

But not only must the teacher relate the natural and supernatural, the analysis and synthesis; he must also relate the ideal or goal with the present mediocre and uninspired. To teach, then, is to relate also in the psychological sphere.

A little incident told by Tread epitomizes the importance of this third process of connecting:

Periodic efforts by the teacher to help students to keep in mind the forest no less than the trees needs underscoring. A friend of mine, proprietor of a country hotel, told me recently of their having cut down the trees on the road which led to a near-by mountain top so that the summit was always visible from the path. And he said, "We found that as soon as people could see the peak from every point on the road, many more completed the climb to the top."²⁶

A teacher, as any leader, must constantly hold up the goal—be it of a single lecture, of a problem, of a course. But he must do more; he must communicate an appreciation of the real, intrinsic connection between the here-and-now lesson and the perhaps distant end. He must, in short, provide the motive.²⁷ Just as the intellectual peak must be truly a peak, but not aloof from life, so must the psychological goal be truly a goal, yet neither set nor displayed as isolated from the present. Over and above the obviously necessary means of keeping visible to the learner's mind this purpose, there is no more effective force in stimulating and motivating the student than a deep-rooted kindness and infectious enthusiasm on the part of the teacher.

²⁴ Gerald Vann, *On Being Human*, p. 36. London: Sheed & Ward, 1933.

²⁵ Cunningham, *op. cit.*, pp. 142-144.

²⁶ Tread, *op. cit.*, pp. 44-45.

²⁷ Cunningham, *op. cit.*, pp. 140-142.

If we are to teach the whole man, we must stimulate the whole man.

We might term teaching in view of a definite purpose, a purpose consciously related to the student, to his experience, and to the subject matter, as a sort of "pragmatized idealism." It is the necessary *via media* between crass pragmatism on the one hand and vague idealism on the other.

CONCLUSION

To teach, then, is to relate, for "thinking is linking."²⁸ For truly "what enters the mind alone, dies in the mind alone."²⁹

But in teaching, as in everything, one cannot give what he does not have. Hence—and this is the crux of the matter—to communicate the relation of the supernatural to the natural, of the whole to the individual, of the end to the means, the teacher must himself be a true Christian humanist. In the words of John Julian Ryan,

He must be something of a model, both as a teacher and as a man, symbolizing the kind of person the student should be after graduation. If the student is an apprentice in the art of living a fully Catholic life, the teacher should be enough of a master of that art to make it clear and appreciable. He must show in his life that the aims of the college are both attainable and very much worth while, so that students will remain confident that they are being trained for the right purpose by the right men.³⁰

In fine, if the educator succeeds in teaching—that is, in relating—he shall have communicated to the student a mode of life—the "humanism of the Incarnation."

* * *

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²⁸ *Ibid.*, p. 143.

²⁹ Rollo L. Lyman, *The Mind at Work*, p. 181. New York: Scott, Foresman and Co., 1924.

³⁰ Ryan, *op. cit.*, p. 111.

A PLAN FOR THE TRAINING OF CATHOLIC LAY LEADERS

ARTHUR R. RIEL*

Two phenomena seem to make the following discussion pertinent: the overwhelming and unchecked campaign of secularists and the apparently ineffectual counterattack on the part of Catholic college graduates. Many people consequently feel that there is definite room for improvement: a closer approach to the ideal of producing genuine Catholic leaders.

Some who speak of the failure of the Catholic college to produce Catholic leaders mean that the alumni associations lack men with the money and the influence which education seems to need at this time. Such men forget that when Catholic education is really successful it produces a significant number of graduates who will never be leaders in that sense; it produces, rather, men who wear cassocks, have vows of poverty, men who work out their salvation (and the salvation of others) in humble obscurity. Any regret over the lack of fame, money, "success" among Catholic college men is tainted with secularism. There are other types of leaders. Even among laymen, many who have absorbed most faithfully what was given to them in school are men genuinely devoted to family, profession, community. This type of devotion, at which Catholic education aims, produces money, fame, and influence ("success") only accidentally. Some laymen, products of Catholic colleges, are leading lives of devotion to duty in the midst of continual drudgery and even limited voluntary poverty. Such men as these will never be seen at alumni reunions nor will their names be often heard; but who is to say that they are not leaders? who is to say how great is their contribution to the Church and the life of grace in her members?

However, most who are dissatisfied with the product of Catholic colleges do not refer to the poverty or obscurity of the graduates but to the lack of men of the type just described.

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This article proposes to deal with a few concrete suggestions on stimulating more graduates to a life of genuine leadership. Before this is taken up, some other preliminary remarks are in order. Catholic education is good education: nothing in this article is to be interpreted as a disparagement of present institutions. Catholic education, as it exists, is essential to the health of Catholicism and to the health of the nation. It is true to say that where genuine education is desired parents have no choice between Catholic education and "nonsectarian" education. The choice is a Catholic college or none: youth is better off in a shop or at home than in the average "nonsectarian" institution. Even in the so-called academic virtues: genuine broad-mindedness, academic freedom, genuine *understanding* of controversial issues and of profound ideas, Catholic education probably leads the field—but that is another subject.

MARKS OF A CATHOLIC LAY LEADER

The real problem is the education of more, genuinely Catholic lay leaders. Perhaps this discussion can be best begun by looking at the characteristics necessary for a Catholic leader. He must have a deep knowledge of Catholicism, not only its dogma, its history, and the defense of its dogma, but its application to contemporary problems. He must know not only what the Church teaches but he must know why she so teaches. This is the minimum theological equipment of his mind. His will must be habitually directed toward facing the facts of religion in its decisions. In other words his will must have the strength called virtue, and that is not the same thing as knowing one's religion. This habitual preference of the will for the "kingdom of God" must be accompanied by a genuine, deep-seated confidence that all other necessary things will be taken care of by God Himself. The Catholic lay leader, whether in a profession or a trade, must be in that work because this is a means of increasing his personal sanctity and that of his family, and through the Mystical Body of Christ, the sanctity of all. He must understand his work as well as possible in its technical aspects and in its relation to other professions and its relation to the community's sanctification. (A well-trained Cath-

olic college graduate would think long and hesitate sincerely before taking up the profession of advertising as now practiced. A doctor would understand that there is a higher good than physical health, and he would understand that it is a great privilege to serve Christ in suffering humanity, and this is the most important return for his personal sacrifices.) The Catholic leader must understand why his work is worth doing, especially the repulsive or monotonous aspects. He must realize the unique value of work at those times, long or short, when all emotional satisfaction has gone out of it. A doctor serving the ungrateful poor or a teacher working with the deliberately unresponsive can stand as an example. Genuine leadership, which must work toward restoring all things to Christ, is the sort of leadership which can work toward this end with a minimum of attention to salary, public recognition, social standing. The leader must expect ingratitude, lack of interest, persecution even from those who should aid him. In the midst of all this he must know how to keep himself humble and close to God. These are high ideals: they are approximately the same as those proposed to members of active religious orders. It seems strikingly obvious that the lay Catholic leader must develop virtues quite similar to those of the religious novice, but he must develop them surrounded by overwhelming distractions, temptations, and multiple obligations. There is powerful reason, then, to recommend that the training which aims to turn out Catholic leaders must have much in common with the training given to members of religious orders.

THE NATURE OF LEADERSHIP

Some of the concrete ways in which this training might be more successful will be suggested after a glance at the nature of leadership itself. Because the overwhelming shadow of secularism has obscured the essence of leadership, its real nature must be recalled in the training of youth from whom so much is expected. To the ordinary modern man (Catholics too often included) success is the goal of life; in the concrete this means a position of power (leadership). Here is the "opportunity" which college gives to a man: this is what is meant by "self-

betterment," "getting ahead." In a position of leadership one can take care of his own comfort and security. The idea that one should hesitate to accept a high position because one is not worthy of it or not fitted for it, is met with incredulity and scorn. The man who is not ever striving to "better himself" is looked on as a fool lacking initiative and ambition and all other virtues of the "American" way. Sometimes a man loses standing with the institution which hires him if he does not display these "virtues." Why else are teachers measured by the books they write or the articles they publish? Does this make teachers? On the other hand, leadership is and always has been a special vocation, a place of responsibility and sacrifice, a place where the talent to direct and organize must be used so that the rest of the community is helped to lead a good life. People invited to a position of leadership should look on the position with prudent hesitation, with a clear knowledge of the need of God's help, and a salutary realization that at the judgment seat of God their responsibility for souls will reach beyond their own. (This applies equally to a grocer or to a theatre manager or to a lawyer.) Thus it is that a person training to become a teacher or a lawyer or a business manager or a parent should look on the position prayerfully and accept it with fear arising from a knowledge of human weakness and a knowledge of the personal suffering it will entail, and yet with a serene confidence arising from a secure knowledge that God will help. This outlook is true of the novice in a religious order; it must be true of any one who feels himself called to any position of leadership; it must always be true of the properly orientated college student.

If students and colleges realized this concept of leadership more fully, there would be no ill feelings aroused by the deferring of college students from military service. No one would envy the lives of sacrifice and responsibility they are facing. But the fact is that there is a widespread impression, unfortunately partly true, that colleges are preparing people who happen to have money (or who happen to have the kind of initiative needed for getting money) for a life of comfort, security, and power, a life in a higher social clique, a class of nobility, which one may approach only with a college degree.

A SCHOOL TO TRAIN LEADERS

How does this affect Catholic colleges? Catholic education has an awe-inspiring advantage; it understands all these things primarily because it knows with certainty what a man is, where he is going, and how he is to get there. All aspects of education should flow from these concepts. That there has been some slight tendency to imitate secular institutions is clear enough. That this imitation should be condemned is not so clear. No doubt, many have been thus attracted to college and have attained spiritual benefit while attending. The number of religious vocations alone justifies the present organization of Catholic colleges. But for the proper fostering of vocations to lay leadership there must be established within the framework of some presently established college an institution which takes every advantage of the Church's clear knowledge of the mission of education. This institution should not be just some extracurricular affair but a separate department with its own faculty and program. Perhaps a separate college would be a better plan, one with its own buildings and campus. Perhaps eventually more and more Catholic educational institutions should be so organized. Concrete suggestions like this one and like the others to follow will inevitably find experienced and learned people in disagreement. Such an outcome would be good; the problem must be thought out by capable men on a concrete level. It has been discussed on an abstract level long enough.

The training of any college student has two aspects: the training which he brings to college (home, school, environment) and the training he receives at college. These two aspects supply a workable division for discussing the training of Catholic lay leaders.

To any close observer it is clear enough that the majority of Catholic homes fight a losing battle, to some extent at least, against secularism and materialism. The modern American environment is heavily pagan, hedonistic materialism. This indoctrination is so continuous and overwhelming that no ordinary person escapes its taint; it creeps into the homes and daily lives of Catholics, scarcely discoverable it seems so normal. As a result most students enter college with the idea of gaining the

comfort, security, and social status which accompany a college degree. They have set up unknowingly a rather insurmountable barrier against receiving an education of any kind. If a lay teacher should mention to his class that the school does not exist to help them get better salaries, he will note a shocked or even rebellious reaction. "Schools exist to help a student get ahead," they have been told, "and getting ahead means making more money." This sort of student is not obvious material for Catholic leadership training, and a school aiming at that accomplishment should attract a minimum of them. If schools did have this purpose of helping graduates to higher salaries, all human sacrifices which go into education (especially Catholic education) would be absurd folly. Colleges are run to help individuals develop talents which will help toward their own sanctification and that of the community. This idea does find receptive ears among some few freshmen; these are the ones who should have special cultivation of the qualities of leadership, if they are willing.

The special school proposed for the training of leaders should attract students who have a beginning of an understanding of the stewardship and responsibility implied in the possession of ability. Youth does tend to admire the heroic, and at least some one school should be geared to attract youth who have this tendency unsmothered, and develop it to its ultimate usefulness.

In order to attract such students, such a school should be careful that its public relations and advertisement are not like recruiting; it should stress that here one will receive a good but *difficult* training for a good but *difficult* life. Any work done to inform prospective students about the school should be along the lines followed by religious orders but geared to the work of the layman. Every activity of the school should be guided by the idea that the good Catholic education is primarily a preparation for the "cross"; the placement bureau of such a school should not boast about high starting salaries of its graduates, as sometimes happens; this smacks of secularism; and a school can unwittingly teach secularism, even a Catholic school. There should be a minimum of social life at the school and a minimum of it in the public relations. These few years must make a last-

ing impression against overwhelming odds; social activities should serve no purpose but to maintain balance and mental health. At such an institution there is absolutely no room for "big time" athletics. Students attracted to a school by its social activities or by its athletics or by its success in placing graduates are not ordinarily amenable to an education.

PROGRAM OF STUDIES

This proposed school for leaders should have a charter and should have the recognition of the professional schools. A suggested curriculum would stress heavily the ancient and modern classics, quantity as well as quality, the mind and language training of Latin and Greek, a deep understanding of history, the broadly humanizing effects of literature, English and foreign. Courses customarily looked upon as "snap" courses should be stiffened or dropped. Education of a leader can never be easy. Not too much time should be spent on courses whose laborious conclusions are obvious corollaries of scholastic philosophy. Philosophy and theology should give the orientation. The trend to simplify or shorten religious and cultural courses because of professional school requirements would have to be reversed. Theology and philosophy and literature and history must be studied leisurely but intensely if even a beginning of understanding is to be attained. This cannot be over-emphasized: a superficial glibness is easy to attain and it looks like learning, but such courses are an injustice to the student and to the community because the student will appear educated, both to himself and to others.

The philosophy should stress understanding. In addition to knowledge of theses and proofs, there should be work in the history of philosophy; and there should be work and drill in the detection of underlying philosophies of all writers in any field: that underlying, taken-for-granted philosophy which the writer himself often does not realize he is assuming. There should be much work and thought on the implications of philosophy in daily life: God's providence, God's infinity, the problem of universals, the problem of evil and suffering. Literature and history and sociology all link here; teachers should be quali-

fied to discuss these relations. Oral examinations and disputations should be held with the utmost seriousness and dignity.

Theology should, of course, stress the fundamentals: apologetics, faith, grace, the sacraments. It should not forget the difference between reason and faith lest the preoccupation with philosophy lead any to an intellectual pride in the power of reason.

PRACTICE IN SPIRITUAL LIVING

In addition to the above elements this sort of school should stress a daily practice in the spiritual life at school, and it should give much attention to the means for continuing that life after graduation. This point is the essence of the school for leaders. This aspect of the religious training should resemble in many respects the life in a religious novitiate. It should stress the practice of humility, the spirit of poverty, a habitual realization of God's presence, daily practice in meditation, daily Mass and Communion, obedience to a spiritual director.

There should be daily conferences, especially during the latter part of the course, on the nature of the spiritual life, the necessity and privilege of suffering, the inevitability of persecution, and the endurance of ingratitude and lack of recognition for work. Other practices could involve menial work, such as is found in hospitals, on farms and elsewhere. All this would necessitate extending the course to about five years. Not everyone could or would take such a course just as not everyone can or should become a priest or religious. A number of possible arrangements suggest themselves: perhaps some of the training could be begun in high school; perhaps it could simply extend one year beyond college, the last year being a year of "novitiate" and the first four years consisting of a strenuous academic course with a strong religious orientation, such as daily Mass and Communion, discipline regarding study hours, and other matters.

The above ideas are not so impossible as they may seem. To an extent, the course is followed by a few at the present time, but only accidentally. Many college graduates spend the year after graduation, or part of it, in a religious postulate or novitiate, only to find that their life is to be in the world. They carry with them into the world a knowledge of and a love for

the life they have seen and they try to live it in the world. Others have learned about the spiritual life through sufferings (military service, sickness) and the aid of a good spiritual advisor. The old-fashioned nursing courses in which the girl learned to be the servant of the sick in *any* humble or professional task approximates this sort of training. But does this training for the *practice* of sacrifice in the world have to be so haphazard?

After the graduation of the student there should be some sort of organized effort to help him renew his motivation. Retreat of a specialized sort would be a help. Perhaps one of the most essential helps to the leading of a life of uprightness after graduation would be the encouraging of all these students to lead a frugal life in frugal surroundings, even if their salaries would justify some luxury. One good reason for this is that it would leave a man free to turn down work or to resign positions which require immoral practices. It is, humanly speaking, very difficult to turn down a bribe or to refuse an immoral divorce case when an inflated standard of living requires the cash. Another reason why this sort of life is important is that it keeps one closer to God in many ways. Living a frugal life with only moderate financial reserves builds up a keen realization of dependence on God and God's providence; it teaches most vividly that almost-forgotten truth: God does actually take care of all things necessary if one seeks first His "kingdom."

CATHOLIC LEADERS MUST GIVE HEROIC EXAMPLE

The requirements of good Catholic leadership can be thus summarized: a good knowledge of one's profession, a deep knowledge of religion, and a strong will arising out of closeness to God. Closeness to God must be the result of grace attained by living some form of the spiritual life in the world. This would involve for a layman not only prayer, but the practice of penance; it would mean a life in the spirit of poverty with special emphasis on a realization that if one does actually seek first the "kingdom of God," God will help to supply the material needs of life to which the Catholic lay leader must necessarily give less stress. Great help in this direction would be given if present

Catholic leaders would give a more heroic example. Schools which feel that big football teams, fancy recreation facilities, public relations officials are necessary for gathering sufficient students are denying in practice the actuality of God's providence, and they are attracting to the school a type of student whom it is almost impossible to educate. This is especially true when money is found for these things but not for reducing the teaching load so that students may really receive genuine teaching and guidance from the faculty. Schools which exemplify values of this sort can blame themselves in part for the lack of good Catholic leaders; they are giving bad example and attracting an inferior student body.

The primacy of spiritual values must be taught by example as well as precept. There must come a day when the sacrificing father of a good family will receive an honorary degree beside the potential donor of a building or the editor of a magazine. No one can say that the sacrifices of the father have done less for the Mystical Body of Christ. When will the day come when the annual contributions of the humble janitors (their contributions of labor) will be recognized? Is this state of affairs due to the fact that the poor and the humble give easily and freely whereas the rich and powerful must receive public praise for what they do? It is the privilege of a leader to live more intensely the life which he expects of his followers. Our Catholic leaders must practice the primacy of spiritual values more heroically and more universally if they expect their followers to spend less time in the attainment of comfort and security and more time in the apparently unproductive work of Catholic leadership.

CONCLUSION

The stress on the Catholic leader is severe and to withstand it he must have religious training of the highest sort, geared to lay problems. There is no reason why Catholic educators cannot supply this training. From this training would come a nucleus of leaders strong in their resistance to secularism because of an intense personal sanctity. A major help to this would be a special course or even a special school teaching all academic subjects, but with a much heavier than usual stress

on philosophy and theology. Much more important, this school would recognize that knowledge is not virtue—it would start the *practice* of virtue by a year's training in the spiritual life and by making some specific provision for maintaining this spiritual strength. All this would be significantly helped if present Catholic leaders would give a little more heroic example of leading the life of the spirit so necessary to lead a life close to God and filled with His strength.

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The Catholic University of America announced a fellowship in child psychiatry, open to physicians with one year of internship and one year of psychiatric training. The fellowship minimum is \$2,800; the amount depends on the doctor's experience.

Saint Louis University School of Nursing has received a grant from the W. K. Kellogg Foundation to finance its participation in the foundation's Nursing Service Administration Project.

Georgetown University has established a Continuing Legal Education Institute whereby lawyers in active practice may return annually for continued, systematic education in the law. The institute offers six courses of two-hour lectures weekly.

St. Gabriel Music School will be opened this summer by the Sisters of Mercy in Worcester, Mass. The school is an outgrowth of the St. Gabriel Music Studios. Until the new school receives its charter, credits will be granted through St. Gabriel Normal School.

Two students of the College of Business Administration of Loyola University of the South won first and fourth honors in a national letter-writing contest conducted by the American Business Writing Association. Loyola was second in team competition.

Three American Jesuits, whose Yangchow mission was taken over by the Chinese Communists, are now on the faculty of the National University of Taiwan, Formosa's only university.

Dr. Carlton J. H. Hayes, retired professor of history at Columbia University and former U. S. Ambassador to Spain, was recently awarded the Alexander Hamilton Medal, one of Columbia's highest honors. He is the third Catholic to receive the award in the six years that it has been given by the Association of the Alumni of Columbia College.

VITALIZING CREATIVE WRITING CLASSES

JOHN SCHROEDER*

To the best of my knowledge, no cynic has yet ventured publicly to deny that the basic objective of a college writing course is to teach students how to write. Cynics have not, however, been so courteously silent on the question of whether or not college writing classes always succeed in accomplishing this primary aim. Neither is the genuine educator satisfied with teaching his students a reasonable proficiency in writing, for within the field of exposition, argumentation, and narration lie so many possibilities for the development of individual expression, for the integration of the personality, for sharing with others, as well as potential danger in developing skill of expression denuded of moral guidance. The difficulty of achieving maximum educational gains in college writing classes lies primarily in the danger of dulling student interest by the quantity of writing demanded with little stimulation other than a grade accompanied by a varying amount of depressing, red-penciled corrections and suggestions.

A hint of a practical method of stimulating greater desire for mechanical excellence and at the same time encouraging creative effort came from a facetious remark made during a class discussion of the problem of grading English papers. In introducing the topic, I said, "We English teachers encourage a wrong attitude in our students towards all work when we accept 75 as a passing grade. Can you imagine how long a boy would be employed as a salesman or as a waiter if he totaled his bills 75 per cent correctly and gave his customers change correctly 75 per cent of the time? Would he retain his job if he improved to 85 per cent or even to 92 per cent accuracy in handling money? For that matter, would the factory worker spoiling from 8 to 25 per cent of all his products be long employed?" The remark kept recurring to my mind and with it came the realization that one fundamental reason for carelessness

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ness in all school work is that students (and possibly faculty) all too often consider it mere practice for living rather than a vital life experience itself.

THE STUDENT WEEKLY

Toying with this thesis, we began to experiment at Marian College with the extra-curricular English program in order to capitalize upon its inherently greater interest value to use it as a fulcrum upon which to exert pressure against tolerance of mediocre writing. The line between the extra-curricular activities and the regular English classes was removed in great part. The cooperation of a methods class was also obtained. Attention was first directed upon the *Greystone Gazette*, the school paper published weekly. Traditionally, the editor-in-chief and other executives have been elected by the students from among the third-year students, men who might not enroll in an English class unless they happened to be English majors. Therefore, four sessions of a class in educational methods and problems became devoted to problems of a college paper. One of these periods came early in the fall term. Each of the others preceded the special issues of the paper by three weeks. These special issues run fourteen pages or more and are sent to parents, alumni, and patrons of the college on the Feast of Christ the King, at Christmas, and at Easter. These policy sessions correlated theoretical discussion of school papers with the intensely personal interest in the students' own periodical.

WIDEN OPPORTUNITIES FOR PUBLICATION OF STUDENT PAPERS

Such a change in practice immediately produced encouraging results. Not only did the education class become realistic as it dealt with actual extra-curricular problems, but the officers of the college paper, assisted by the ex-officio cabinet of their classmates in the methods class, began to criticize their *Greystone Gazette* in terms of Columbia Press Association standards. The format came under immediate study with several subsequent improvements. Standards of literary expression became stressed. Increased attention to appearance led to the purchase of a Rex-o-graph, a reproducing machine which, like

Ditto and others, permits colored illustrations impossible with the former method of mimeographing. With a relatively small student body, the executive board felt that all students should participate in the creation of the school publication. Perhaps the improved appearance of the paper had something to do with the ready acceptance of this idea by the student body. The result is that now every student serves on some committee responsible for editorials, news, sports coverage, alumni reporting, or production. With the directors of the college papers trained in the education class to regard the special issues of the paper as effective public relations media, there has developed quickly and naturally an insistence upon high quality of expression and an intolerance of mechanical errors of any kind. Upper-class supervision of production is in turn reflected in a new interest on the part of freshmen during a unit on editorial and news-story writing, part of their regular class work. In other words, each week of the year, with three dramatic special occasions, the students themselves assess considerable written work, not in terms of "Will I get by?" but in terms of producing a newspaper in which to take genuine pride. Editorship of the sponsor is relegated to policy discussions with the directors and to an "insurance check" of the galleys for special issues.

LET A LITERARY PUBLICATION HIGHLIGHT THE BEST OF CLASS WRITING.

The new way of handling the college paper proved so worthwhile that it encouraged further attempt to create motivation for creative expression. Attention was therefore directed to the literary *Chips*, printed by the college press twice a year. Since its inception, it had served to encourage creative writing, but the volume of contributions and the number of contributors had never been large. It was therefore decided to bring the so-called "extra-curricular" activity within the regular academic program.

The contents of *Chips* tend to group themselves into four general headings: articles, poems, short stories, and longer theses, sometimes modest research papers. Now as instruction proceeds on both freshman and advanced writing levels, the two issues of the literary journal are held as a goal for the best

papers written in class. Better essays, term papers, and short stories are carefully edited, marked "Re-type and correct for *Chips*" and done over by the students not as penance for error but with pride in qualifying for possible publication. A month before publication date, the Advanced Composition Class, working two to a paper, re-edits the corrected manuscripts during a regular class period to insure against typographical errors. A three-fold purpose is thus served: every member of the advanced group has an opportunity to review critically one or more papers considered "superior" by the instructor, all become conscious of the need for accuracy in writing, and as future teachers, the students receive practical experience in both the correction of papers and in the varied aspects of handling a common school activity, the production of a school publication.

ENCOURAGE THE WRITING OF VERSE

In literature classes, a number of students become interested in writing verse. To encourage such potential talent as may exist, students are offered an opportunity to substitute an original verse for occasional assignments of essays or stories. The instructor gives individual help to those interested in developing some competence in the field of creative poetry and some interesting samples are always available for *Chips* as well as for the weekly paper.

TRAIN LITERARY JUDGMENT

When the hundred or more possible contributions to a coming issue of *Chips* have been completely re-edited, the Advanced Composition Class prepare for another phase of publication. They are told that during regular class time they will replace the former editors who used to find an almost unbearable burden of work piled upon their shoulders just at a time when term papers come due in many college classes. Working again in teams of two, they are instructed to grade the revised and re-typed manuscripts which now flaunt no teacher's comments concerning literary quality. Teamwork helps reduce error of judgment in selecting the material that will actually appear in print. Literary quality, degree of interest, and suitability for publica-

tion in an offering of a religious college are all factors the young men must consider. In this way, all the value of the extra-curricular activity is retained, yet an increased participation is insured. Possible publication of class-written work becomes an exciting motivation. All have a chance to contribute material without extra work; all second-year men re-edit the manuscripts, then make the final selection from the manuscripts they have graded according to interest and appropriateness, and lastly the members of both classes perform all the work of printing, binding, and distribution. On the other hand, many of the evils of the traditionally handled literary publication are eliminated: the unbalanced contents, the restriction of contributions, and the excessive time devoted to the activity by the student directors when the burden of going to press arrives. Class periods devoted to re-editing and selection of material are far from time wasted. No better, felt-need activity could be introduced within the regular class time than this training in judgment and analysis which at the same time offers practical experience in carrying on a school activity, an experience of real value to young men embarking upon a teaching career. At the same time, two-thirds of the way through each semester, the students have indelibly impressed upon them the high standards of writing about which English instructors normally preach to deaf ears.

WRITE A CLASS HISTORY

Writing tends to beget writing. Increased interest in the two school publications led to a new student-suggested activity, the production of an annual class history. Suggested by the seniors, a pictorial and written volume was produced last year for the first time. Photographs, original drawings, and written accounts were assembled in a single, carefully typed and hand-bound copy designed to present a record of the activities of the graduating class as well as furnishing a graphic portrayal of Marian life. Kept on a table in the visitors' reception room, it is perused with interest and enthusiasm by the students as well. Thus the seniors have created an additional experience in creative writing, in editing, and in organization as well as individual pleasure in photography and art work. This activity involving the grad-

uating classes only will be kept an extra-curricular project, there seeming less need for, and less value in, making it part of the regular class work.

STUDENTS WRITE AND ACT DRAMATIC PRESENTATIONS

This is true also of another activity which has encouraged honest desire for mastery of expression. A number of entertainments are prepared and rendered by the students at various times during the year. Sometimes they are presented for feast days, occasionally for visits of parents, sometimes to celebrate the golden jubilee of one of our retired brothers residing on the campus. The entertainments take the form of plays, mock-radio skits, displays of talent, musical or otherwise. All scripts for skits and plays are written by the students and checked with the instructor of written English before being presented before the college. Here again occurs an excellent stimulation for creative talent in writing as well as in dramatics, speech, music, and all the involved crafts of stage production. This again is no artificial, teacher-ordered, make-work project, but a sincere, student-motivated, real-life situation. Pupil-teacher relations become friendly, adult contacts; the teacher serving as helper rather than acting as mentor.

PROFESSIONAL PUBLICATION AS A GROUP ACTIVITY

The rise of interest and the improvement of standards once students began to have their work presented orally or in print before an interested but critical audience encouraged a further extension of class work from the academic to the more vital. The Christopher Movement encouraging professional writing on the part of Catholics was familiar to the scholastics. It suggested to us that a community contribution to literature which parents and teachers might welcome would be a goal far more exciting than our usual teaching of narrative writing could otherwise provide. In suggesting such a project, it was made plain to the Scholastics that the purpose was not to make professional fiction writers of them. They themselves were quite aware of varying levels of writing ability among them. However, it was pointed out that story telling has been a source of pleasure and there-

fore an effective teaching device from prehistoric times. In writing short stories for a possibly published collection, it should follow that they should learn to tell a story effectively, a skill they might profitably employ as teachers. Whether or not we might hope to produce an anthology with commercial possibilities would be a gamble, but by pooling our efforts, the more gifted helping the less adept, we might hope to produce something that might warrant printing either by our own press or by a regular publishing firm. At least it would be an exciting attempt.

Since our first-year men study Church History which includes the old Testament and since second-year men continue to the study of the lives of Christ and His Mother, it was deemed wise to build upon this common background. The Advanced Composition Class was asked what aspects of the Bible they felt would most interest the boys and girls of our time, and secondly for what general age group they would like to attempt to write a collection of religious stories. This proposition was presented to the students shortly after the introduction to the writing of short stories (about the sixth week of the spring semester). After some thought, the class voted to direct the project towards boys and girls between the ages of twelve and sixteen, the general age span of boys in grades seven through nine, the age groups met by our students when they first embark upon their teaching careers. Though the Marists teach only boys, it was decided to include some stories of greater interest to girls in order to give the proposed distributive value. From experience as well as training in educational psychology, the students decided that this early adolescent reader would find great interest in the daring of men and in some of the almost superhuman deeds performed by men inspired by God. Thus it was agreed to take outstanding stories of the *Old Testament* and to rewrite them as short stories designed to appeal to boys and girls under seventeen and at the same time to attempt to give these young people a greater understanding of God's power to help men overcome obstacles of seemingly insurmountable difficulty.

A study of genuine interest then began. What elements of short-story writing appear in the Old Testament accounts? Why are not young people more inclined to read these stories of their

own volition? The class decided that modern young people are trained by the schools as well as by their experiences with free reading to enjoy modern, carefully designed short stories and novels that combine well-developed characterization with realistic settings, as well as with fast-moving plots, plots that hold the reader's interest through the device of suspense. Most of these elements are lacking or only partially developed in the early church literature. Why this is so became an interesting discussion.

They also decided that perhaps another feature of the Old Testament makes parents and teachers hesitate to offer it to youth for indiscriminate reading. Being in part a history of a primitive people, it contains some stories that to the immature reader may seem exciting and therefore attractive ways of behavior, although such ways may violate our Christian ideals. As one of the scholastics pointed out, Catholics do not regard the Bible as the sole rule of faith.

"We believe, not because it is in the Bible but because the Church teaches. The Bible is used to support teaching. . . Whenever Scripture forms a part of the school curriculum, we have looked upon it as a textbook, an author that has to be done, a prescribed book for examination. The natural result of this treatment is that children look upon the Bible as their text book—they have no desire to see it again."¹

Of course, not all religious teachers may agree with the latter part of this view, but, none the less, here was an exciting challenge to future Catholic educators to select representative stories from the great literature of the Church and present them to young people in such form as would invite voluntary, pleasurable reading.

THE MECHANICS OF A GROUP WRITING PROJECT

The problem now arose of who should undertake this project. The first-year men were studying the Old Testament but had had no previous training in short-story writing. The second-year men were better qualified to write but were concentrating on the New Testament. It was finally decided to have both

¹ J. T. McMahon, *Some Methods of Teaching Religion*, p. 234. London: Burns, Oates & Washbourne, Ltd., 1928.

classes undertake to write short stories based upon the Old Testament tales with the Advanced Composition Class helping members of the elementary group develop theirs more fully. In this cooperative undertaking, we were not really doing more than reverting to the best procedure of the old, one-room school in which the older pupils helped the younger ones, and in so doing learned far more than the text.

The students were now given a week in which to select a story from the Old Testament, to check its suitability for youth with the religion professor, and to check against duplication by another student. Meanwhile the librarian gathered together a wealth of material on the Biblical lands and on the physical appearance, dress, food, and customs of the early Hebrew tribes. A double check against duplication of efforts occurred when students submitted their choices at the end of the week. A tentative table of contents was arranged with modernized titles, the names of the students, and the sources of the original accounts. Thus duplication was avoided and a source check was conveniently available in case a perusal of any student's efforts indicated variation from the actual happenings recorded in the Old Testament. This last was important since our goal was an easy-to-read, modern-in-technique collection of Bible stories, not original plots or corruption of original themes.

Of course, more stories were planned than could be incorporated in the proposed anthology. Students proposed to write between 1,500 and 2,500 words each. A month was allotted for the first draft, the students being free to work in class three hours weekly for three weeks on the research on customs and the physical-economic life of Biblical times and places and in roughing out the stories. During this period the instructor was available for personal help. Since all students at Marian are trained to type upon entrance, the typing of the first draft was assigned as a matter of course and instruction in the rules of manuscript typing was repeated.

Correction of these stories was naturally a considerable chore for, while the quantity of written material was probably no greater than would have been written during the same period of conventional instruction, there was now added the rush of all publication work. Additional development of parts of papers

had often to be indicated in some detail, changes of expression suggested, as well as mechanical perfection insured. In addition, the vocabulary had to be scanned for suitability for the prospective readers' age group. Neither could the Christian ideal be lost in the telling, nor could the story have a moral impaled upon it as blatantly as a price tag in a cut-rate market.

Students were permitted two, and in special cases, three, weeks to revise and re-type their manuscripts. The Advanced Composition Class again helped their younger brothers and during several class periods aided in a carefully editing of revised manuscripts. Two students working in unison acted as insurance against missing an error. The instructor helped in making perplexing decisions.

Finally came the selection of forty of the best stories for possible publication. An explanatory foreword was written by the instructor. The manuscript was then submitted to the dean for faculty approval and possible change. The manuscript is now in the hands of a publisher. Whether or not it will be accepted in its present form remains to be seen, but the lesson in writing with a genuine purpose in mind, with a felt-need for complete accuracy of expression, and in relating narrative writing to the religion class was most worthwhile. The lessons learned in revision were far greater than would have resulted from experimenting with a greater number of stories of shorter length written with no other purpose than to satisfy a course requirement.

The project is being repeated during the present school year with a larger group and with greater provision for personal interests. Again directed towards an adolescent audience, short stories culminating the year's work are being written about three themes: legends of Dutchess County (location of the college), lives of the saints, and stories of the supernatural. This will be a two-year project to enable us to produce sufficient stories of high caliber to produce in pamphlet form for our own schools or in professional form for wider publication. Some may warrant individual publication in various of the Catholic magazines.

An interesting aspect of the stories of the supernatural begun by our students lies in the contributions of students coming to Marian from foreign lands. The folklore and the superstitions

of many cultures provide the basis of stories of quite different nature than is normally available to the American public. Thus the Marian scholastics may have something unique to contribute.

The first concrete evidence that the publication of student writing encourages continued interest in creative writing has been reported just as this paper goes to the publisher. Two of our last year's graduates have just had their first professional endeavors published. Both have embarked on further projects.

CONCLUSION

We have been further encouraged by criticism of our experimental manuscripts to feel that within our own college, at least, the direction of our students to write for possible publication is one of the best incentives for improving their ability to write. Through our own printing and duplicating facilities, much of what our students write can be, and already has been, published. The best of the contributions seem to promise commercial publication. Two short stories and a delightfully frivolous poem by three of our undergraduates are now in process of final revision preparatory to submitting them to Catholic magazines. We feel that if we can encourage prospective Catholic educators to express themselves in print, then the future contributions of our young men as they advance in their careers may do more to advance Catholic education and Catholic ideals than would be possible if their efforts were restricted solely to the classroom.

Perhaps at this point the reader may be inclined to say, "This is all very interesting, but it would not work in my college and it certainly would not be feasible to attempt commercial publication on the secondary level." Commercial publication of student efforts on the secondary level is doubtless impracticable except in the case of unusually gifted individuals. In fact, commercial publication of college students' writing may not always be possible or even desirable. However, the principle of giving writing classes an objective more stimulating than an instructor's grade is certainly sound. We have found sincere interest in producing material for campus consumption, in Rex-o-graph duplicated newspapers, in our printed *Chips*, in our student-written skits and plays, and even in a single, typed and illustrated class

history. The quality of student writing has improved greatly under the stimulus of writing with a purpose. Even those whose stories do not qualify for such an ambitious project as a published anthology have attained same measure of proficiency in storytelling. The talents of a few have been stimulated to a degree that they are in a position to express themselves competently in print. These are no mean gains for prospective teachers. Lastly, but not least, the composition classes come to life.

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Dr. John C. H. Wu, professor of law at Seton Hall University and former Chinese Ambassador to the Vatican, has been selected to receive the 1952 Christian Culture Award Medal of Assumption College (Windsor, Ont.).

The Adult Education Center at Saint Louis University has an enrollment of 1,200 this semester. The center began a year and a half ago with only 190 students. Seventy-two courses are offered.

In British Honduras, Central America, the government pays teachers' salaries for approximately sixty church-sponsored schools as well as two public schools, besides footing 25 per cent of the cost of church school buildings and their upkeep.

A non-Catholic couple of Colorado Springs, Colo., recently deeded their 1,920-acre wheat farm to the Diocese of Dodge City, Kans., to be held for St. Mary's Church, Garden City, Kans., "preferably for a Catholic school."

Christian version of old nursery rhymes written by Frank Scully, famed Catholic best-selling author, was recently released under the title of *Blessed Mother Goose*. Its publishers, House-Warven of Hollywood, claim that the work is in harmony with modern child psychology and Christian teaching and has been heralded as a masterpiece by churchmen of all faith—Catholics, Protestants, Mormons and Jews—as well as by critics of literature in general.

Two especially bound copies of *Blessed Mother Goose* were presented to the Vatican as a gift from the author, the publishers and the bookbinders. One copy in white, was for His Holiness, Pope Pius XII, personally, and the other in blue was for the archives of the Vatican Library.

THE PROJECT TECHNIQUE IN CONSUMER EDUCATION

BROTHER LEO V. RYAN, C.S.V.*

William H. Kilpatrick, prominent protagonist of progressive education, first introduced the concept of the "project method" as we understand the term in modern education.¹ While the project technique has been described and explained previously, Kilpatrick elevated the project method to its present degree of acceptability; his contributions on the subject have served as the basis for all subsequent discussions.

In the early years of the controversy surrounding this technique the literature on the project method divided into (a) definitions and explanations of the approach and (b) studies of the technique as applied. The works of Stevenson,² Hosic and Chase³ are typical of the first category. Ellsworth Collings⁴ and Margaret Wells⁵ contributed evaluations based on curriculums constructed around projects.

Today these works are generally outdated, but they have left their impression on later texts in methodology. Currently, the project method is relegated to a few pages of discussion in those educational works which discuss techniques; frequently these discussions combine and relate the project and the problem-solving technique. The earlier studies considered the project method primarily in its application to the elementary school

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¹ William H. Kilpatrick, "The Project Method," *Teachers College Record*, XIX (September, 1918), 319-335.

² John Alford Stevenson, *The Project Method of Teaching*. New York: Macmillan Co., 1921.

³ James F. Hosic and Sara E. Chase, *Brief Guide to the Project Method*, Yonkers-on-Hudson, N.Y.: World Book Co., 1924.

⁴ Ellsworth Collings, *An Experiment with a Project Curriculum*. New York: Macmillan Co., 1923; *Project Teaching in Elementary Schools*. New York: Century Co., 1928; and *Progressive Teaching in Secondary Schools*. Indianapolis: Bobbs-Merrill Co., 1931.

⁵ Margaret E. Wells, *A Project Curriculum*. Philadelphia: J. B. Lippincott Co., 1921.

curriculum; later volumes suggest opportunities to utilize this method in various courses on the secondary level.

In this discussion we shall consider the project method in terms of a teaching procedure applicable to consumer education courses taught in the typical Catholic high school.

ORIGIN OF THE PROJECT

Precisely when or where the term "project method" originated is not clear. Kilpatrick did not employ the term first, although he did establish the expression firmly in present educational circles. Bining and Bining suggest that it "probably originated at Columbia University, as the name of a procedure that came into being as a revolt against current methods and practices of teaching manual arts."⁶ In contrast to the previous technique of reproducing models, a new approach was introduced wherein students themselves planned and developed the models. These same authors indicate that "the project . . . is better known in its infancy in connection with agriculture classes of vocational schools of Massachusetts."⁷ Here, as early as 1908, the term "home project" was applied to required outside activities supplementing classwork. In both instances two essentials were emphasized: pupil planning and physical activity. Until Kilpatrick introduced his concept of the project in 1918, the term was understood essentially as explained above.

THE PROJECT DEFINED

Kilpatrick offered the initial definition of the project method as a "wholehearted purposeful activity proceeding in a social environment."⁸ Stevenson refined the definition by suggesting that "a project is a problematic act carried to completion in its natural setting."⁹ Considerable confusion resulted when other writers attempted to explain what Kilpatrick and Stevenson meant by "purposeful" and "problematic" in their respective definitions. Considerable energy has been expended to qualify these definitions and to apply them to classroom situations. The indefinite approach to the "project method" has resulted in a

⁶ Arthur C. Bining and David H. Bining, *Teaching the Social Studies in Secondary Schools*, p. 88. New York: McGraw-Hill Book Co., 1941.

⁷ *Ibid.* ⁸ Kilpatrick, *op. cit.*, p. 320. ⁹ Stevenson, *op. cit.*, p. 43.

considerable number of school activities being termed "projects" when they are no more than normal, routine classroom activities.

After suggesting these conflicting definitions, some educators have approached the topic by suggesting "what a project is not," hoping thereby to restrict the term "project method" to the types of activities remaining. An excellent discussion of this nature is presented by Arthur and David Bining.¹⁰ Others have attempted to narrow the application of the term "project" to activities specifically demanding "pupil planning" and "physical activity."¹¹ For our purposes we shall consider the conclusions reached by Risk based on his analysis of the project technique. Risk concludes that the concept of the project as it finally evolved may be described as a unit of learning activity having the following characteristics:

- (1) The undertaking is complete in itself.
- (2) The learning activity is aimed at a definite, attainable goal.
- (3) The learning activity is purposeful, natural, and life-like in its procedure to attain the goal.
- (4) The learner plans and directs his own learning activities.
- (5) The goals or ends of achievement are definitely and objectively measurable.¹²

Risk continues by classifying projects into types based on the purposes and objectives into which the learning activities are unified and shaped. "The most common classification of types of projects provides for three types; namely, (1) projects embodying the production of some physical or material product, (2) learning projects, and (3) intellectual or problem projects."¹³ Any one of these may apply to projects as we envision them in consumer education, although the second type will tend to predominate. Usually projects are employed either as part of the entire study plan or as the pivotal activities about which the entire course is planned. The "project method" appears most practical in consumer education as an occasional technique integrated with other teaching methods.

¹⁰ Bining and Bining, *op. cit.*, pp. 88-94.

¹¹ Maurice P. Moffatt, *Organization, Teaching and Supervision of the Social Studies in Secondary Schools*, pp. 82-84. New York: Prentice-Hall, Inc., 1950.

¹² Thomas M. Risk, *Principles and Practices of Teaching in Secondary Schools*, p. 471. New York: American Book Co., 1941.

¹³ *Ibid.*

CONSUMER EDUCATION

Definitions of "consumer education" vary depending on any number of possible viewpoints. In organizing the consumer education program at Cathedral Boys' High School, Springfield, Illinois, this writer employed a definition advanced by Alan C. Lloyd, Managing Editor, *Business Education World*:

Consumer education is . . . a . . . course offered to . . . high school students, to train them in the wise selection, purchase and use of the goods and services that they must have or desire to have. The goal of the course is the development of a constructive, affirmative attitude toward making choices that are simultaneously best for the individual and best for his fellow men. The method of the course is the use of business facts, not as an encyclopedia to be memorized, but as a source of experience by which wise consumer attitudes may be developed.¹⁴

Chief among the broad topics analyzed in consumer education are: business and government services, legal aspects of buying, advertising, general principles of buying and specific applications (i.e. foods, clothing, appliances, furniture, floor coverings, drugs and similar articles) banking, management of personal finances, insurance, home ownership and economic problems of the consumer.

The broad scope of the course permits the utilization of a great variety of teaching techniques. The lecture, demonstration, question-answer, problem and project methods may all be employed effectively. Guest speakers, visual aids, films, folders, brochures, and similar teaching aids may be integrated with the text.¹⁵ Probably no other course in the high school curriculum permits such a wide variety of techniques. Because of the practical problems under consideration the course may be keyed to current situations and scoped to utilize community resources.

¹⁴ Alan C. Lloyd, "What is Consumer Education?" *Catholic Business Education Association Journal* (1949), 33. See also Sister Marie Enda, "The Importance of Consumer Education in the Catholic High School Curriculum," *ibid.*, 34-35; Sister Patrick Jose, "The Place of Consumer Education in the Catholic Business Curriculum," *ibid.*, 36-38; and Sister Mary Ancilla, "Objectives of Consumer Education," *Catholic School Journal*, LI (December, 1951), 329-330.

¹⁵ Teaching Aids Service, New Jersey State Teachers College, Upper Mountclair, N.J., offers several bibliographies on teaching aids for business and consumer education.

Herein we shall limit our considerations to possible use of the "project method" in demonstrating essential phases of the course.

BASIC ASSUMPTIONS

We have established acceptable definitions of the "project method" and "consumer education" for our purposes here. We must now establish a method designed to achieve a harmonious fusion of the two; by so doing we create the framework wherein the "project method" may be employed in "consumer education."

To classify classroom or extra-curricular activities as "projects" the criteria established by Risk should be confirmed in each instance. Let us review these conditions briefly before we consider in greater detail some projects which might be integrated with the consumer education course.

(1) *The undertaking is complete in itself.*—The proposed activity should be launched by the natural enthusiasm of the students. The activity should be one that can be initiated and concluded within the time available and so developed that it incorporates principles previously and concurrently taught. Within itself, the project should provide both activity and achievement in terms of knowledge and/or physical product.

(2) *The learning activity is aimed at a definite, attainable goal.*—A project may serve to attain more than one objective; it may achieve several general knowledge goals and one or more specific ends. Simple projects should be utilized at the outset until students develop a facility with the method; later more complex activities may be undertaken. In every project, the objectives should be understood by all the participants and be capable of attainment within the time allowed, the capacity of the students, and the scope of the course.

(3) *The learning activity is purposeful, natural and lifelike in its procedure to attain the goal.*—The project should evolve from a need recognized by the students. The project must have at least one specific objective, frequently a precise knowledge goal to be attained. That goal should be purposeful in terms of present or immediately apparent needs of the students. The activity should provide the students with vicarious experiences—

a requirement which may eliminate many activities which essentially repeat experiences already encountered by the participants. Projects should not be superimposed upon the students. If the idea does not develop within the class an essential factor of cooperative motivation is absent, and hence the "project" lacks the enthusiasm necessary to sustain activity and interest throughout the planning, execution and summary phases. The need, as presented in the course, must compel the interest of the class to the extent that it presents a challenge which the students will accept with alacrity. The more closely associated with their personal interests and related to their immediate needs, the more easily will the students grasp a practical approach to solving the problem inherent in the activity. The results will be proportionately greater as these prerequisites are established.

(4) *The learner plans and directs his own learning activities.*—The fact that project planning should originate with the students does not eliminate the function of the teacher in this educative process.¹⁶ Too much emphasis on student initiative and control would probably result in few, if any, worthwhile projects. The teacher serves as the "invisible motivator"—the guide who synthesizes and crystallizes the planning in order that the desired goals may be achieved. The project must be accepted fully by the students before it becomes a real class undertaking. In most cases the teacher can determine her specific function in the project without difficulty. The teacher here faces the challenge of creating a psychological atmosphere in which students are induced to perform valuable learning activities without the full realization that they are fulfilling a teacher-established goal.

(5) *The goals or ends of achievement are definitely and objectively measurable.*—The precision with which the objectives are created aids in establishing evaluation criteria. By demonstrations, discussions, observation, group presentations, reports and tests some method may be devised to measure the degree of knowledge achievement assimilated by students through the project method. The evaluation will vary according to the type or classification of project employed, but the method of evalua-

¹⁶ Bining and Bining, *op. cit.*, p. 93.

tion will not vary greatly from the evaluating process employed in other teaching techniques.

Two characteristics appear necessary to justify an activity as a project: (a) student planning and (b) physical activity. The detailed plan, according to which the activity is undertaken and accomplished should be the outgrowth of student thought and expression. The project should involve more than mental activity in pursuing and achieving the general and specific objectives.

COMMUNITY PROJECTS

Consumer education trains all students for their economic role in society—that of a consumer of goods and services; in addition, consumer education trains many students for their diverse roles in the business world.

The community serves as a logical laboratory for consumer education. Courses in consumer education can be greatly vitalized if a teacher utilizes community resources. Civic and service groups, business firms and industries, labor unions and professional people are all anxious, individually or collectively, to assist the school in developing a functional curriculum. The instructor needs only to take the initiative and assert an interest.

A simple and effective plan developed by this writer¹⁷ to solicit community assistance involves two major steps: (a) contact the local Chamber of Commerce secretary and secure a directory of leading firms listing their key officers, and (b) write a letter to the president of these firms outlining the objectives of the business education program in the high school soliciting advice and recommendations based on what their organization expects from high school graduates. The results will vary from generalizations to concrete suggestions for vitalizing the curriculum.¹⁸ Meetings with guest speakers, plant tours, guidance assistance and job offers for graduates are some of the consequences of such an inquiry.

¹⁷ Leo V. Ryan, "Securing Community Cooperation," soon to be published in *The Balance Sheet*.

¹⁸ Clifton L. Hall, "Business, Industry and the Three R's," *Peabody Journal of Education*, XXVIII (September, 1950), 74-78. For another viewpoint, consult L. A. Williams, *Secondary Schools for American Youth*, pp. 109-111. New York: American Book Co., 1944.

Several variations of community projects are adaptable for consumer education: (1) Community Appreciation Survey, (2) Industrial Survey, (3) Retail Survey, and (4) Community Occupation or Job Surveys. Any one or combination of these activities may be incorporated into the class program. While the specific objective will vary in each instance, the chief function of these co-curricular activities is to acquaint and alert students to the potentialities of their home town. Too frequently we detect among our students an undercurrent of dissatisfaction with the local community. Sometimes this attitude mirrors a genuine social unrest, but frequently it evidences lack of information on community resources. To achieve an honest appraisal of the community not only contributes to good citizenship, but also defines the conditions (or situations) within such the consumer acts.

The Community Appreciation Survey may involve a variety of subordinate activities.¹⁹ At the outset students collect folders, leaflets and printed materials about their state, and then about their city. In a later assignment students may indicate reasons why they want to live in the community, or why they would prefer to live elsewhere. Interest is sustained throughout the project by a series of 'teaser questions' asked daily during the activity. These questions are designed to arouse curiosity about the community and to provoke the class to thought and research in locating the answers. Student reasoning in these assignments and discussions serves to establish a pattern of 'community assets' in terms of persons, places, events, activities, resources and opportunities. A further study of these assets on an individual basis constitutes a key activity of the project.

Results achieved by these assignments may be tangible (i.e., a collection of materials which may be arranged for a demonstration or as an exhibit) or intangible (i.e., a change of student attitudes or opinions about their community). Detailed plans for the Community Appreciation Survey will vary according to the goals established for each individual project.

The Community Appreciation Survey may also be known by

¹⁹ Leo V. Ryan, "Community Appreciation Survey," soon to be published in *The Catholic School Journal*. This article outlines the plan employed in the Community Appreciation Survey of Springfield, Illinois.

other names; when this writer first devised the plan as an aid in teaching high school economics, the idea was characterized as a "Know Your Home Town" activity, for the lack of a more refined nomenclature.²⁰ This terminology proved rather expansive since a single survey designed to cover historical, geographical, economic and social conditions in the area exceeds the ability of the high school student to assimilate, correlate or analyze the data collected. Limitations in class time add a further restriction to such extensive undertakings. Sister Mary Leonella, C.S.C., developed a similar idea as a "Unit in Community and Vocational Relations" in a recent issue of *The Catholic Educational Review*.²¹

A type of community survey which explores one phase of community living might be more practical to execute in the limited class schedule. An Industrial Survey or a Retail Survey serves to satisfy the need for practical study of the business and industrial structure of the community. These projects permit students to relate concepts embodied in consumer education to immediately apparent situations. The approach employed and specific detail will vary depending on the particular local situation.

Students enrolled in Consumer Education at Cathedral Boys' High School conducted an Industrial Survey of Springfield, Illinois, last year.²² The method employed in collecting information consisted of interviews with officials of firms selected by the class. Thirty-five manufacturing and processing firms co-operated with the students in providing specific information on business organization, buying and selling procedures, advertising techniques, and employment policies. Appointments were made in advance, and the class developed a standard questionnaire prior to the interviews. The questionnaire provided uniformity for the class reports which followed the interviews. Each student studied a different industry, but visits were made

²⁰ Leo V. Ryan, "Proposed Project for High School Economics," to be published in the Spring, 1952, issue of *The Catholic Business Education Review*. See also Edgar B. Wesley, *Teaching the Social Studies*, pp. 436-440. New York: D. C. Heath & Co., 1937.

²¹ Sister Mary Leonella, "Why Not a Core Curriculum in Homeroom Guidance?—II," *Catholic Educational Review*, XLIX (May, 1951), 320-328.

²² Leo V. Ryan, "Industrial Survey: A Class Project," *Journal of Business Education*, XXVII (December, 1951), 157.

by paired volunteers; thus every student participated in two different interviews. Students collected samples of advertising materials issued by their plants, and illustrated the class report with these materials.

The Retail Survey consists of a study designed to reveal consumer shopping habits. While the Industrial Survey trains students to view the market as a community producer and consumer, the Retail Survey projects students into a position of consumer analysis only. These projects together emphasize the two concepts studied in consumer education: the worker as a producer and the worker as a consumer.

Edwina B. Hogadone, Supervisor of the Retailing Department, Rochester (New York) Institute of Technology, outlines three activities conducted in suburban Rochester by her students in distributive education.²³ The same approach may be employed on the secondary level. In high schools which do not offer a distinct course in distributive education, consumer education embraces many of the topics taught in the former course. The Retail Survey may be employed to determine buying habits, to evaluate effects of advertising or to ascertain other factors influencing consumer buying. The projects may be undertaken for classroom information or to provide data for merchants of the area.

As a sequel to any of the surveys mentioned, the community job or occupational survey has become an increasingly popular media for securing occupational data or vocational information. Since consumer education is a senior-level course, an activity of this nature is especially pertinent because it explores community employment opportunities. The project serves to introduce students to job situations which they might not have otherwise met; it invites employers to consult with school officials when hiring new employees. The use of the community job or occupational survey is not widespread, but the possibilities are unlimited. Individual plans must be formulated for each community situation, but the data may be collected by students through interviews and questionnaires. Finished reports may be made available to the student body through the

²³ Edwina B. Hogadone, "Consumer Surveys Teach Students and Help Merchants," *The Balance Sheet*, XXXIII (November, 1951), 126.

Guidance Office or the Dean of Studies. A survey of this nature could lead to the development of a placement bureau in the high school. Two successful activities of this nature have been completed by Riverton High School, Riverton, Wyoming,²⁴ and Santa Paulo Union High School, Santa Paulo, California.²⁵

SPECIAL PROJECTS

A variety of projects, less comprehensive than the community activities described above, may be developed for specific phases of consumer education. Earlier we cited the areas covered in the consumer education curriculum, and only the imagination of the teacher limits the activities which may be developed for each of these topics. Since advertising and personal finance are two key areas of interest to high school students, we will single them out for special consideration.

Advertising.—Advertising serves to create demand for products, to communicate the producers message to the consumer, to facilitate the distribution of commodities and to create demands for specific brand products. Magazine and newspaper advertisements, radio and television commercials, streetcar and bus ads, billboards, neon signs and window displays all incorporate the cardinal selling principles characterized as "the psychology of selling": (a) attracting attention, (b) creating desire, (c) causing conviction and (d) obtaining action. The consumer reacts quite unconsciously to the impact of modern advertising. Whether advertising is taught as a separate course in the business program or as a unit integrated within consumer education, the matter analyzed is identical, only the degree of analysis will vary.

Many simple, yet interesting, projects may be initiated at various points in the study of advertising. Projects may revolve around the collection, analysis and study of advertising copy which best exemplifies the principles studied in the classroom. As the introductory principles are explained and demonstrated by sample advertisements presented by the teacher enthusiasm

²⁴ Matilda Engen, "Wyoming High School Seniors Discover Their Community," *Occupations*, XXVI (March, 1948), 361-362.

²⁵ Katherine W. Dresden, "High School Seniors Survey Job Opportunities," *Occupations*, XXIX (October, 1950), 32-35.

THE CATHOLIC UNIVERSITY RESEARCH ABSTRACTS*

A COMPARATIVE STUDY OF THE IDEALS OF EIGHTH-GRADE PUPILS by Reverend Arnold J. Schinkten, O.Praem., M.A.

This survey was conducted among 789 eighth-grade pupils attending thirteen different schools across the nation. Each of these schools was using the *Guiding Growth in Christian Social Living curriculum*. The survey ascertained the ideals, the motivation for these, and the socio-economic status of those who participated.

In the choice of ideals, the following preferences were noted: relatives and acquaintances—30 per cent; religious characters—22.5 per cent; historical people—19.5 per cent; people successful in trades and occupations—14 per cent; athletes—9 per cent; and entertainers—4.5 per cent.

As the socio-economic status decreased from high to low, there was a consistent increase in the percentage of those who were motivated by personal reasons; as the status increased, so also did the number who were motivated by religious and moral reasons.

A comparable survey conducted with public school children revealed that only one per cent chose religious people as their ideal in life.

IMPLICATIONS IN THE LIFE OF CHRIST FOR THE MENTAL HEALTH OF HIGH SCHOOL BOYS by Reverend Joseph A. McCoy, S.M., M.A.

Many of the discoveries of the new psychology can be shown to have been known to Christ and taught by Him. Some of the basic laws of mental hygiene such as unselfish service to others, facing reality, identification with an ideal man, generous everlasting friendship, and a one-directional life are taught in the Gospels and are exemplified in the life of Christ. The alert

*Manuscript of these Master's dissertations are on deposit at the John K. Mullen Memorial Library, The Catholic University of America, Washington 17, D.C. Withdrawal privileges must comply with prescribed regulations.

teacher of religion who is well acquainted with the words and the spirit of the Gospels will make constant use of Christ's example and teachings to instill healthy attitudes toward life's problems.

The laws of happiness taught by Christ in the "Our Father," the double command, the Beatitudes, and the Mass correspond to and are in agreement with the basic laws of mental hygiene.

**SUPPLEMENTARY MATERIAL ON HONESTY AND TRUTHFULNESS FOR
SOME COMMON HIGH SCHOOL RELIGION TEXTS** by Sister Mary
Demetria Williams, M.A.

This study attempts to present supplementary material to accompany existing textbooks on religion so that teachers could better prepare youth in the practice of honesty and truthfulness. The psychological studies by Hartshorne, May, McGrath, Jones, and Sister Aurelia that were reviewed made practical applications to basic situations in which these two virtues are necessary. They furnished simple, yet valuable, material which the teacher could use in the study of certain problems.

With the help of Dr. Cooper's "positive" approach to the teaching of religion, this study makes recommendations for better teaching of honesty and truthfulness in everyday living. Implications involve not only problems in the school but also in the Church, in the home, at work, and at recreation.

THE EDUCATIONAL THEORIES OF JACQUES MARITAIN by Reverend
Bartholomew S. Endslow, S.S.J., M.A.

In the revival of Scholastic philosophy, Jacques Maritain has played an important role. At the present time he is considered to be one of the foremost Catholic philosophers. His importance lies chiefly in the fact that he has given Scholastic philosophy a new impetus and a new relevance to the practical scheme of life. In so doing he has aided in the clarification of Catholic thought. Within the scope of Catholic thought he has helped to clarify many misconceptions advocated by some in the field of education. In the recent years of educational confusion, he has attempted to give a modern scholastic exposition of education based on a true philosophical analysis of human nature.

Maritain's educational theories rest on the solid foundation

represents a major expenditure for the consumer and so they are major considerations in personal finance. Proper handling of solutions to these situations depends on an understanding of correct management of personal and family finance.

The first topic given complete coverage and study in consumer education in the personal finance area is banking, followed by personal and family budgeting, record keeping and credit management. These topics may be handled through the project method, tours and visual presentations.

Most students know the local banks by name, but few students have a checking account during their high school days; neither are they familiar with check writing, bank deposits, or monthly reconciliations. Yet, record-keeping and budgeting are predicated on an understanding of these banking functions.

To teach the relationship between banking and accounting in terms of personal, family or small business situations, this writer developed a five day unit of study in that area.²⁸ Designed originally for bookkeeping, the unit may be adapted to this phase of consumer education. While the unit is not a project, a variation of the same idea has been employed as a classroom project.

Students collected banking forms from each of the banks in the city, i.e. blank checks, deposit slips, and reconciliation forms. The many variations of these forms added interest and color to the classroom bulletin board. An explanation of the forms and the bookkeeping procedures in banking were studied in detail. Actual problems in maintaining checkbook records and bank reconciliations were completed by the students. A local bank entertained the class at a luncheon, climaxed with a tour of the bank and talks by bank officials. The class was divided into sections and the luncheons and tours were scheduled on two consecutive days. The fifth day of the unit was devoted to questions, review, summary and application of the text material and the evidences collected during the tours.

A similar program has been recommended specifically as a class project. John M. Kennel of the Greensburg High School, Greenburg, Pennsylvania, developed a student project around

²⁸ Leo V. Ryan, "Using Community Resources in Teaching," *Catholic School Journal*, LI (March, 1951), 90.

the steps involved in applying for and operating a checking account.²⁹ Each student project consists of blank checks, a model check, transactions, bank statements, and instructions for reconciliation. Like the problems developed in the Unit, these practical cases introduce the topic of personal finance to the student in a concrete manner, stressing at the same time the importance of accurate record keeping for budgeting and tax purposes. Once students understand the facilities and role of the bank in personal, family and business finance, they will further understand the function of the bank in our economic life. This study and understanding is essential to later discussions on the many additional topics affecting consumer finance. Students should be taught these basic and essential understandings through units or projects to establish a foundation upon which the introductions to credit, investment and property problems may be constructed. Some of these latter topics are not of equal importance to all students, and the classroom approach on the secondary level can be no more than introductory. However, an understanding of bank organization, operation and the consumer-bank relationship is essential for all students.

CONCLUSION

In our review of the project technique we have explored the origin, definition and application of the project method. The project affords a stimulating activity through which to relate classroom theory to the apperceptive capacity of the high school student. Our specific interest has been in consumer education, an area of study which provides a wide variety of material and opportunities for dynamic teaching. Many of the teaching challenges inherent in the business education curriculum may be solved through the project technique. The approach in this article has been to advance suggestions which utilize both the classroom and the community as laboratories in which the project may be initiated and completed. Student enthusiasm and interest combined with successful reactions to any individual project will inspire you to employ this valuable teaching technique further.

²⁹ John M. Kennel, "Check-Writing Projects," *The Balance Sheet*, XXXIII (November, 1951), 109.

will be aroused among the students. Soon they will be citing additional examples or bringing sample advertisements to class. At the first evidence of such enthusiasm the students should be encouraged to continue and extend their search for advertising materials.

The introductory phase of the advertising study should explore the basic advertising appeals: emotional and rational. These are sometimes called the short and long circuit appeals. The former influences the consumer through suggestion; the later relies on deliberation. These two areas lend themselves to numerous sales appeals. Wilson and Eyster discuss fourteen that are used in advertising all general types of products.²⁶

Each consumer education student at Cathedral Boys' High School developed an advertising project around these two approaches, collecting, classifying, mounting advertisements which employed the fourteen appeals under the emotional and the rational appeals. These twenty-eight advertisements prepared and annotated by the students represented the first class project in advertising.

The experiences gain in collecting these advertisements resulted in additional projects. To illustrate the impact of advertising on consumers, students were encouraged to poll their friends and check the tendency to associate a particular product with a trade name. The results indicated the effectiveness of some promotion campaigns.²⁷

Class discussions in advertising also covered the mechanics of advertising: illustrations, layout—size, shape, position, balances, border, background, white space, engraving, plates, movement, type and printing. The importance of trade-marks, slogans, labels and trade names were also studied.

Such studies are effective only if amply illustrated. Additional class projects centered around each of these principles. The projects required collecting samples of each advertising mechanic, properly mounted and identified. The assignment necessitated an understanding of the mechanic as defined; locat-

²⁶ W. Harmon Wilson and Elvin S. Eyster, *Consumer Economic Problems*, pp. 133-150. New Rochelle, N.Y.: South-Western Publishing Co., 1951.

²⁷ *Ibid.*, p. 138.

ing a representative advertisement taught application and advertising analysis, and presenting the material mounted and classified demanded application of the definition to a specific situation.

The collections of advertisements were studied in class; some examples were eliminated, or as students found more representative illustrations, the collections were revised and refined. Most of the collections were exhibited and the student body invited to study the annotated advertisements. The development of a more discerning attitude toward advertising was one outstanding result of these efforts.

In discussing morality in advertising students may be prompted to organize a project aimed at collecting evidence and preparing a brief as the prelude to registering protest with a local organization against questionable or objectionable advertising. The class may cooperate with the Better Business Bureau in detecting and reporting misleading advertising.

Personal Finance.—Credit, insurance, savings, stock and bond investments, real estate and home ownership are among the topics related to personal finance discussed in consumer education. All of these areas demand special classroom treatment—a treatment which most projects cannot properly present. Guest speakers, panels and symposiums serve to transmit such information to the class. Explanation of insurance policies, home rental and ownership, and investment problems for individuals with limited capital are best handled in this manner. One interesting class session may be devoted to the computation of public utility bills and a study of their rate schedules. Arrangements can be made with a representative of the power company to explain the procedure to the students and then compute statements for members of the class.

Class demonstrations in terms of discussions lead by appliance, auto and accessory and furniture dealers can illustrate how to purchase specific items. Students working in butcher shops, grocery stores and meat markets can give their classmates interesting data on display and pricing policies. These insights may be translated into information applicable to the purchasing situation.

These are all effective techniques for vitalizing the more abstract phases of consumer education. Each of these instances

of Scholastic philosophy. His theory on the aims of education is based on the Scholastic view of man's nature, personality, and freedom. His theory on the role of the social agencies, i.e., the family, the Church, and the state in education is based on the Scholastic view concerning the relation of the person to society. Finally, his theory on the stages of education is based on Scholastic epistemology.

Maritain expresses abundant hope for the future of education here in the United States. This hope can only be realized, however, if education divorces itself from the false philosophies that have been hindering its progress.

AN ANALYSIS OF THE COUNSELOR-PROBLEM RELATIONSHIP OF CERTAIN CATHOLIC HIGH SCHOOL GIRLS by Patricia Jane Loser, M.A.

In this study 1,070 students reported 2,532 problems. Approximately two-thirds of the cooperating students reported more than one problem. The types of problems, named in the order of frequency of mention, include: personal adjustment, school, home, boy-girl, vocational, moral and religious, and financial.

A total of 1,484 consultants were reported by the students. Almost 50 per cent of the students reported that two or more consultants were involved in the solution of problems. About 14 per cent of the students reported that they sought no help from consultants in solving their problems.

The members of the family were the most frequently mentioned consultants and were named in 55 per cent of the responses. While the mother was named in 35 per cent of the cases, the father was mentioned in only 4 per cent of the responses. Young friends, teaching nuns, and the priest were also mentioned as consultants.

The analysis of the data revealed that certain relationships existed between the cooperating students and the consultants in the matter of solving problems. The members of the family were the consultants in more than half of the cases reported by the four classes in the high schools and in the personal adjustment, financial, and vocational problem areas. The mother aided her daughter significantly in all problem areas.

HIGHER EDUCATION NOTES

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Three plans to replace Selective Service are suggested in *Education and National Security*, published jointly by the Educational Policies Commission and the American Council on Education. Each plan calls for compulsory military service (not training alone) for all able-bodied young men at the age of eighteen or eighteen and one-half. One objection to Selective Service procedures, according to the report, is the wide variation which may exist in the selective process as between local boards under changing conditions of military needs, and as between individuals of similar capacities in different institutions, regions, or economic situations. A further objection is standards established for educational deferment are too inclusive. Though the present plan of deferring college students on the basis of class standing and test scores has been quite effective so far, it is feared that when local boards are faced with real pressure to meet their quotas, they will be extremely reluctant

by paired volunteers; thus every student participated in two different interviews. Students collected samples of advertising materials issued by their plants, and illustrated the class report with these materials.

The Retail Survey consists of a study designed to reveal consumer shopping habits. While the Industrial Survey trains students to view the market as a community producer and consumer, the Retail Survey projects students into a position of consumer analysis only. These projects together emphasize the two concepts studied in consumer education: the worker as a producer and the worker as a consumer.

Edwina B. Hogadone, Supervisor of the Retailing Department, Rochester (New York) Institute of Technology, outlines three activities conducted in suburban Rochester by her students in distributive education.²³ The same approach may be employed on the secondary level. In high schools which do not offer a distinct course in distributive education, consumer education embraces many of the topics taught in the former course. The Retail Survey may be employed to determine buying habits, to evaluate effects of advertising or to ascertain other factors influencing consumer buying. The projects may be undertaken for classroom information or to provide data for merchants of the area.

As a sequel to any of the surveys mentioned, the community job or occupational survey has become an increasingly popular media for securing occupational data or vocational information. Since consumer education is a senior-level course, an activity of this nature is especially pertinent because it explores community employment opportunities. The project serves to introduce students to job situations which they might not have otherwise met; it invites employers to consult with school officials when hiring new employees. The use of the community job or occupational survey is not widespread, but the possibilities are unlimited. Individual plans must be formulated for each community situation, but the data may be collected by students through interviews and questionnaires. Finished reports may be made available to the student body through the

²³ Edwina B. Hogadone, "Consumer Surveys Teach Students and Help Merchants," *The Balance Sheet*, XXXIII (November, 1951), 126.

Guidance Office or the Dean of Studies. A survey of this nature could lead to the development of a placement bureau in the high school. Two successful activities of this nature have been completed by Riverton High School, Riverton, Wyoming,²⁴ and Santa Paulo Union High School, Santa Paulo, California.²⁵

SPECIAL PROJECTS

A variety of projects, less comprehensive than the community activities described above, may be developed for specific phases of consumer education. Earlier we cited the areas covered in the consumer education curriculum, and only the imagination of the teacher limits the activities which may be developed for each of these topics. Since advertising and personal finance are two key areas of interest to high school students, we will single them out for special consideration.

Advertising.—Advertising serves to create demand for products, to communicate the producers message to the consumer, to facilitate the distribution of commodities and to create demands for specific brand products. Magazine and newspaper advertisements, radio and television commercials, streetcar and bus ads, billboards, neon signs and window displays all incorporate the cardinal selling principles characterized as "the psychology of selling": (a) attracting attention, (b) creating desire, (c) causing conviction and (d) obtaining action. The consumer reacts quite unconsciously to the impact of modern advertising. Whether advertising is taught as a separate course in the business program or as a unit integrated within consumer education, the matter analyzed is identical, only the degree of analysis will vary.

Many simple, yet interesting, projects may be initiated at various points in the study of advertising. Projects may revolve around the collection, analysis and study of advertising copy which best exemplifies the principles studied in the classroom. As the introductory principles are explained and demonstrated by sample advertisements presented by the teacher enthusiasm

²⁴ Matilda Engen, "Wyoming High School Seniors Discover Their Community," *Occupations*, XXVI (March, 1948), 361-362.

²⁵ Katherine W. Dresden, "High School Seniors Survey Job Opportunities," *Occupations*, XXIX (October, 1950), 32-35.

THE CATHOLIC UNIVERSITY RESEARCH ABSTRACTS*

A COMPARATIVE STUDY OF THE IDEALS OF EIGHTH-GRADE PUPILS
by Reverend Arnold J. Schinkten, O.Praem., M.A.

This survey was conducted among 789 eighth-grade pupils attending thirteen different schools across the nation. Each of these schools was using the *Guiding Growth in Christian Social Living curriculum*. The survey ascertained the ideals, the motivation for these, and the socio-economic status of those who participated.

In the choice of ideals, the following preferences were noted: relatives and acquaintances—30 per cent; religious characters—22.5 per cent; historical people—19.5 per cent; people successful in trades and occupations—14 per cent; athletes—9 per cent; and entertainers—4.5 per cent.

As the socio-economic status decreased from high to low, there was a consistent increase in the percentage of those who were motivated by personal reasons; as the status increased, so also did the number who were motivated by religious and moral reasons.

A comparable survey conducted with public school children revealed that only one per cent chose religious people as their ideal in life.

IMPLICATIONS IN THE LIFE OF CHRIST FOR THE MENTAL HEALTH OF HIGH SCHOOL BOYS by Reverend Joseph A. McCoy, S.M., M.A.

Many of the discoveries of the new psychology can be shown to have been known to Christ and taught by Him. Some of the basic laws of mental hygiene such as unselfish service to others, facing reality, identification with an ideal man, generous everlasting friendship, and a one-directional life are taught in the Gospels and are exemplified in the life of Christ. The alert

*Manuscript of these Master's dissertations are on deposit at the John K. Mullen Memorial Library, The Catholic University of America, Washington 17, D.C. Withdrawal privileges must comply with prescribed regulations.

teacher of religion who is well acquainted with the words and the spirit of the Gospels will make constant use of Christ's example and teachings to instill healthy attitudes toward life's problems.

The laws of happiness taught by Christ in the "Our Father," the double command, the Beatitudes, and the Mass correspond to and are in agreement with the basic laws of mental hygiene.

**SUPPLEMENTARY MATERIAL ON HONESTY AND TRUTHFULNESS FOR
SOME COMMON HIGH SCHOOL RELIGION TEXTS** by Sister Mary
Demetria Williams, M.A.

This study attempts to present supplementary material to accompany existing textbooks on religion so that teachers could better prepare youth in the practice of honesty and truthfulness. The psychological studies by Hartshorne, May, McGrath, Jones, and Sister Aurelia that were reviewed made practical applications to basic situations in which these two virtues are necessary. They furnished simple, yet valuable, material which the teacher could use in the study of certain problems.

With the help of Dr. Cooper's "positive" approach to the teaching of religion, this study makes recommendations for better teaching of honesty and truthfulness in everyday living. Implications involve not only problems in the school but also in the Church, in the home, at work, and at recreation.

THE EDUCATIONAL THEORIES OF JACQUES MARITAIN by Reverend
Bartholomew S. Endslow, S.S.J., M.A.

In the revival of Scholastic philosophy, Jacques Maritain has played an important role. At the present time he is considered to be one of the foremost Catholic philosophers. His importance lies chiefly in the fact that he has given Scholastic philosophy a new impetus and a new relevance to the practical scheme of life. In so doing he has aided in the clarification of Catholic thought. Within the scope of Catholic thought he has helped to clarify many misconceptions advocated by some in the field of education. In the recent years of educational confusion, he has attempted to give a modern scholastic exposition of education based on a true philosophical analysis of human nature.

Maritain's educational theories rest on the solid foundation

represents a major expenditure for the consumer and so they are major considerations in personal finance. Proper handling of solutions to these situations depends on an understanding of correct management of personal and family finance.

The first topic given complete coverage and study in consumer education in the personal finance area is banking, followed by personal and family budgeting, record keeping and credit management. These topics may be handled through the project method, tours and visual presentations.

Most students know the local banks by name, but few students have a checking account during their high school days; neither are they familiar with check writing, bank deposits, or monthly reconciliations. Yet, record-keeping and budgeting are predicated on an understanding of these banking functions.

To teach the relationship between banking and accounting in terms of personal, family or small business situations, this writer developed a five day unit of study in that area.²⁸ Designed originally for bookkeeping, the unit may be adapted to this phase of consumer education. While the unit is not a project, a variation of the same idea has been employed as a classroom project.

Students collected banking forms from each of the banks in the city, i.e. blank checks, deposit slips, and reconciliation forms. The many variations of these forms added interest and color to the classroom bulletin board. An explanation of the forms and the bookkeeping procedures in banking were studied in detail. Actual problems in maintaining checkbook records and bank reconciliations were completed by the students. A local bank entertained the class at a luncheon, climaxed with a tour of the bank and talks by bank officials. The class was divided into sections and the luncheons and tours were scheduled on two consecutive days. The fifth day of the unit was devoted to questions, review, summary and application of the text material and the evidences collected during the tours.

A similar program has been recommended specifically as a class project. John M. Kennel of the Greensburg High School, Greensburg, Pennsylvania, developed a student project around

²⁸ Leo V. Ryan, "Using Community Resources in Teaching," *Catholic School Journal*, LI (March, 1951), 90.

the steps involved in applying for and operating a checking account.²⁹ Each student project consists of blank checks, a model check, transactions, bank statements, and instructions for reconciliation. Like the problems developed in the Unit, these practical cases introduce the topic of personal finance to the student in a concrete manner, stressing at the same time the importance of accurate record keeping for budgeting and tax purposes. Once students understand the facilities and role of the bank in personal, family and business finance, they will further understand the function of the bank in our economic life. This study and understanding is essential to later discussions on the many additional topics affecting consumer finance. Students should be taught these basic and essential understandings through units or projects to establish a foundation upon which the introductions to credit, investment and property problems may be constructed. Some of these latter topics are not of equal importance to all students, and the classroom approach on the secondary level can be no more than introductory. However, an understanding of bank organization, operation and the consumer-bank relationship is essential for all students.

CONCLUSION

In our review of the project technique we have explored the origin, definition and application of the project method. The project affords a stimulating activity through which to relate classroom theory to the apperceptive capacity of the high school student. Our specific interest has been in consumer education, an area of study which provides a wide variety of material and opportunities for dynamic teaching. Many of the teaching challenges inherent in the business education curriculum may be solved through the project technique. The approach in this article has been to advance suggestions which utilize both the classroom and the community as laboratories in which the project may be initiated and completed. Student enthusiasm and interest combined with successful reactions to any individual project will inspire you to employ this valuable teaching technique further.

²⁹ John M. Kennel, "Check-Writing Projects," *The Balance Sheet*, XXXIII (November, 1951), 109.

will be aroused among the students. Soon they will be citing additional examples or bringing sample advertisements to class. At the first evidence of such enthusiasm the students should be encouraged to continue and extend their search for advertising materials.

The introductory phase of the advertising study should explore the basic advertising appeals: emotional and rational. These are sometimes called the short and long circuit appeals. The former influences the consumer through suggestion; the later relies on deliberation. These two areas lend themselves to numerous sales appeals. Wilson and Eyster discuss fourteen that are used in advertising all general types of products.²⁶

Each consumer education student at Cathedral Boys' High School developed an advertising project around these two approaches, collecting, classifying, mounting advertisements which employed the fourteen appeals under the emotional and the rational appeals. These twenty-eight advertisements prepared and annotated by the students represented the first class project in advertising.

The experiences gain in collecting these advertisements resulted in additional projects. To illustrate the impact of advertising on consumers, students were encouraged to poll their friends and check the tendency to associate a particular product with a trade name. The results indicated the effectiveness of some promotion campaigns.²⁷

Class discussions in advertising also covered the mechanics of advertising: illustrations, layout—size, shape, position, balances, border, background, white space, engraving, plates, movement, type and printing. The importance of trade-marks, slogans, labels and trade names were also studied.

Such studies are effective only if amply illustrated. Additional class projects centered around each of these principles. The projects required collecting samples of each advertising mechanic, properly mounted and identified. The assignment necessitated an understanding of the mechanic as defined; locat-

²⁶ W. Harmon Wilson and Elvin S. Eyster, *Consumer Economic Problems*, pp. 133-150. New Rochelle, N.Y.: South-Western Publishing Co., 1951.

²⁷ *Ibid.*, p. 138.

ing a representative advertisement taught application and advertising analysis, and presenting the material mounted and classified demanded application of the definition to a specific situation.

The collections of advertisements were studied in class; some examples were eliminated, or as students found more representative illustrations, the collections were revised and refined. Most of the collections were exhibited and the student body invited to study the annotated advertisements. The development of a more discerning attitude toward advertising was one outstanding result of these efforts.

In discussing morality in advertising students may be prompted to organize a project aimed at collecting evidence and preparing a brief as the prelude to registering protest with a local organization against questionable or objectionable advertising. The class may cooperate with the Better Business Bureau in detecting and reporting misleading advertising.

Personal Finance.—Credit, insurance, savings, stock and bond investments, real estate and home ownership are among the topics related to personal finance discussed in consumer education. All of these areas demand special classroom treatment—a treatment which most projects cannot properly present. Guest speakers, panels and symposiums serve to transmit such information to the class. Explanation of insurance policies, home rental and ownership, and investment problems for individuals with limited capital are best handled in this manner. One interesting class session may be devoted to the computation of public utility bills and a study of their rate schedules. Arrangements can be made with a representative of the power company to explain the procedure to the students and then compute statements for members of the class.

Class demonstrations in terms of discussions lead by appliance, auto and accessory and furniture dealers can illustrate how to purchase specific items. Students working in butcher shops, grocery stores and meat markets can give their classmates interesting data on display and pricing policies. These insights may be translated into information applicable to the purchasing situation.

These are all effective techniques for vitalizing the more abstract phases of consumer education. Each of these instances

of Scholastic philosophy. His theory on the aims of education is based on the Scholastic view of man's nature, personality, and freedom. His theory on the role of the social agencies, i.e., the family, the Church, and the state in education is based on the Scholastic view concerning the relation of the person to society. Finally, his theory on the stages of education is based on Scholastic epistemology.

Maritain expresses abundant hope for the future of education here in the United States. This hope can only be realized, however, if education divorces itself from the false philosophies that have been hindering its progress.

AN ANALYSIS OF THE COUNSELOR-PROBLEM RELATIONSHIP OF CERTAIN CATHOLIC HIGH SCHOOL GIRLS by Patricia Jane Loser, M.A.

In this study 1,070 students reported 2,532 problems. Approximately two-thirds of the cooperating students reported more than one problem. The types of problems, named in the order of frequency of mention, include: personal adjustment, school, home, boy-girl, vocational, moral and religious, and financial.

A total of 1,484 consultants were reported by the students. Almost 50 per cent of the students reported that two or more consultants were involved in the solution of problems. About 14 per cent of the students reported that they sought no help from consultants in solving their problems.

The members of the family were the most frequently mentioned consultants and were named in 55 per cent of the responses. While the mother was named in 35 per cent of the cases, the father was mentioned in only 4 per cent of the responses. Young friends, teaching nuns, and the priest were also mentioned as consultants.

The analysis of the data revealed that certain relationships existed between the cooperating students and the consultants in the matter of solving problems. The members of the family were the consultants in more than half of the cases reported by the four classes in the high schools and in the personal adjustment, financial, and vocational problem areas. The mother aided her daughter significantly in all problem areas.

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Three plans to replace Selective Service are suggested in *Education and National Security*, published jointly by the Educational Policies Commission and the American Council on Education. Each plan calls for compulsory military service (not training alone) for all able-bodied young men at the age of eighteen or eighteen and one-half. One objection to Selective Service procedures, according to the report, is the wide variation which may exist in the selective process as between local boards under changing conditions of military needs, and as between individuals of similar capacities in different institutions, regions, or economic situations. A further objection is standards established for educational deferment are too inclusive. Though the present plan of deferring college students on the basis of class standing and test scores has been quite effective so far, it is feared that when local boards are faced with real pressure to meet their quotas, they will be extremely reluctant

without informing high school principals; tryout and elaborate entertainment for athletes by colleges; lower scholastic admission requirements for athletes; the use of high school senior athletes in professionalized contests sponsored by colleges; "all-star" and post-season games; and national and regional championships; undue recognition of high school athletes in the nature of material rewards.

"**Using the IQ Wisely**" is the title of an article by Robert J. Havighurst in the November, 1951, *NEA Journal*. Attention is called, in the article, to the culture-bias of most intelligence tests. Until culture-fair tests are produced, the author suggests: "A good rule to follow is to add 10 points to the IQ of all children who come from decidedly underprivileged homes, or from homes where English is not spoken as a first language. For children from native American families of stable factory and clerical workers, it would be best to add five points to the measured IQ."

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Now available is a state-by-state and a city-by-city list of over 2,000 16-mm film libraries (companies, institutions, and organizations which lend or rent 16-mm films) throughout the United States. Each library is annotated with a brief description of its particular film resources and services. The list which is entitled *A Directory of 2,000 16-mm Film Libraries* may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C., for thirty cents.

Also recently published was a new catalog of United States Government films which are available for public use. The catalog not only lists and describes 3,434 motion pictures, filmstrips, and sets of slides but also contains specific instructions on how and where to obtain each item. Copies of *3434 United States Government Films* may be secured from the U.S. Government Printing Office at seventy cents per copy.

The average of teachers' salaries in the public elementary and secondary schools was \$3,080 a year, announced the U. S. Office of Education in its report on educational development in the United States during the fiscal year of 1950. Average cost of education per pupil was \$213.

ELEMENTARY EDUCATION NOTES

Improvement of education for children of elementary school age is the aim of a project recently undertaken by the Staff of the Elementary Schools Section of the Office of Education in Washington. With this goal in mind the Staff has identified certain specific problems in elementary education and has evolved a plan of procedure whereby it will cooperate with various State Departments of Education personnel, local systems, and other organizations and agencies. This program is described in detail in the January 1952 issue of *School Life*.

One facet of the plan is to bring into the educational lime-light, methods and procedures which are producing exceptionally effective results and which should be publicized for that reason. To discover such valuable procedures the Staff is presently engaged in visiting a hundred school systems in various parts of the United States. Promising practices in various aspects of elementary education are being observed and recorded. Eventually, they will be organized and issued in bulletin form in order that school systems throughout the country may share their beneficial practices with one another for the mutual improvement of the education of elementary school children.

Conceptual aspects of written composition seem to be more closely related to intellectual ability than do the structural aspects, report the authors of a study described in a recent issue of the *Journal of Educational Research*.

The experiment was designed to test the assumption that both the structural elements (average sentence length, relative number of hard words, and relative number of prepositional phrases) and the conceptual aspects (communication of ideas) of composition are indicative of general intellectual level. Participating in the study were 82 students of the eighth and ninth grades of several public schools in New York City.

Each student was given a special vocabulary test and was also asked to write a composition of about one hundred words on one of the following topics: "Introducing Myself," "My Plans

SECONDARY EDUCATION NOTES

Three of the twelve semi-finalists in the fifth annual Voice of Democracy oratorical contest are students of Catholic high schools. Competing for the four national awards of \$500 each as representatives of Catholic schools were George A. Frilot, Jesuit High School of New Orleans; Thaddeus Zolkiewicz, Canisius High School (Buffalo); and Gary F. Greif, Gonzaga High School (Spokane). Awards to the finalist were presented on February 22 (after we went to press). Last year three of the four national winners were students from Catholic high schools. The annual Voice of Democracy contest is sponsored jointly by the National Association of Radio and Television Broadcasters, the Radio-Television Manufacturers Association, and the United States Junior Chamber of Commerce.

Membership in a fraternity brought about the expulsion of nine boys from Central Catholic High School (Toledo) in January. For the past ten years, the school has had a rule forbidding membership in fraternities. Boys and girls who enroll at Central sign a pledge which states that they do not belong to any fraternity or sorority and will not join one; the pledge also informs them of the penalty, expulsion, attached to violation of the school's rule. Membership of the expelled boys in a group called "Eat-a-Piece-a-Pie Club" was learned after police thwarted a scheduled fight between boys of two Toledo high schools. Membership of high school students in fraternities is forbidden by most public school boards, and by law in some states.

How high school students can be organized to assist in the parish work of the Confraternity of Christian Doctrine is the subject of a leaflet, issued recently by the National Center of the CCD, Washington, D.C. The plan calls for establishment of CCD units within the curriculum of the high school under the direction of the diocesan CCD director. After a course in methods of teaching religion, under the plan, the students are to take part in the CCD program of their own parishes or parishes

near the high school. The leaflet is the result of a national survey of CCD work by high school students and outlines a program which now is in operation in the Archdiocese of San Antonio and the dioceses of Kansas City, Mo., Superior, Wis., and Portland, Me. In these dioceses, high school students are serving as escorts for Catholic children attending released-time religious instruction classes and as catechists in religious vocation schools.

Four full and eight partial scholarships will be awarded by Iona College on the basis of examinations to be held at the college April 16. The examinations, which will consist of tests of general achievement and scholastic aptitude, may be taken by January and June, 1952, graduates of public, private and parochial schools. Application forms may be obtained from the director of admissions, Iona College, New Rochelle, N.Y.

Ten scholarships, worth \$1,000 each, will be warded this year by the American Institute of Steel Construction to high school graduates who desire to pursue a career in civil engineering. Winners of the scholarships may choose to attend any one of 125 colleges in the United States which offer an accredited course in civil engineering. Brother Amandus Leo, F.S.C., dean of the School of Engineering at Manhattan College, has been appointed to a five-man selection board which will nominate the candidates from the greater New York City area.

The problem of evil in athletics must be solved jointly by colleges and secondary schools, according to a report of the Special Committee of the North Central Association on Inter-collegiate and Interscholastic Athletics, published in the January, 1952, issue of the *North Central Association Quarterly*. The special committee recommended that the Commission on Secondary Schools of the North Central Association recommend to the association that it adopt a statement of policies and principles on intercollegiate athletic practices as they affect the secondary school program and students. It was suggested that this statement of policy be concerned with such undesirable practices as the following: colleges offering special financial inducements to high school athletes; recruiting of athletes by colleges,

to follow the plan, and what now seems to be a fairly workable procedure for coordinating college education and compulsory military service may break down entirely. The three alternative plans suggested are:

1. That compulsory military service be required of all physically fit young men with induction at eighteen or eighteen and one-half years of age except as a national specialized manpower board with statutory authority determines from time to time that the service of certain individuals (including ROTC students) should be postponed while they are effectively pursuing education or specialized training.
2. That a program of compulsory military service for all physically fit young men be established, with military service to begin when education terminates, provided that an administrative agency shall have authority to determine the limits as to individual qualifications, duration of education or training, and area of education or training to be applied from time to time.
3. That a program of compulsory military service for all physically fit young men be established with induction at eighteen or eighteen and one-half unless the individual is enrolled in an expanded system of ROTC programs providing the flow of trained personnel needed by the armed forces.

All of the proposals have disadvantages. Yet, the education policy-framers feel that any one of the proposals would be superior to the present system which leaves students unable to look or plan ahead.

College accrediting by the six regional associations only is the recommendation of the National Commission on Accrediting, a joint group set up by college and university organizations. At present, the commission reported to the convention of the Association of American Colleges in January, more than three hundred independent agencies accredit college courses. The standards demanded by these outside professional groups, it declared, are setting a "guild pattern" in higher education. As one outcome, colleges are forced to sacrifice cultural objectives.

At the annual meeting of the American Association of Colleges for Teacher Education in Chicago, February 21-23 (after we went to press), members were to vote on whether or not to

go along with plans for establishing a national council to accredit teacher education institutions. The proposed agency already has the backing of the association's executive committee, of State Directors of Teacher Education and Certification, and of the Council of Chief State School Officers. The NEA's Commission on Teacher Education considers the plan worthy.

One hundred fifty students from 39 foreign nations are enrolled at The Catholic University of America. Eighty-five are in graduate schools, and 65 in undergraduate schools. The School of Engineering has the largest number, 31; next come the School of Social Science with 21, and the Graduate School of Arts and Sciences with 15. Chinese students, numbering 29, are the most numerous. Other countries represented are Canada with 17; Colombia, 13; the Philippines, 11; El Salvador, 7; Japan, 6; Poland, 5; Brazil, Italy, and Spain, 4 each; Cuba, Germany, Mexico, Nicaragua, and Peru, 3 each; Austria, British Guiana, Chile, India, Ireland, Lebanon, Venezuela, and the West Indies, 2 each; and Argentina, Costa Rica, Denmark, Egypt, Greece, Guatemala, Haiti, Hungary, Indochina, Iran, Israel, Korea, Malaya, New Zealand, and Panama, 1 each.

Twelve interpreters from Georgetown University will be sent to the International Red Cross Conference in Ottawa, Can., during July and August, at the request of the Canadian Government. They will work in French, Spanish, and English. The university's Institute of Languages and Linguistics is also training interpreters to be used in SHAPE.

The Theological Institute for Sisters of St. Xavier College (Chicago) will open June 23 and close August 2. The faculty will be made up of twelve Dominican priests under the direction of Rev. John W. Curran, O.P. Two programs will be offered, a basic, three-summer program, leading to the certificate in theology, and an advanced program, leading to the master's degree in theology. Requisites for the master's program are a bachelor's degree and completion of the basic program in theology..

for the Future," "The Hobby I Enjoy the Most," and "What I Should Like to Do Next Saturday." The compositions were first evaluated by the Lorge Readability Formula and then ranked in order of their merit by six doctoral candidates in the field of educational psychology. Thus, for each student, three measures were available: a vocabulary score (considered by the experimenters to be a measure of intelligence), the readability index (considered to be a measure of structural difficulties of his written expression), and the average merit rank (considered to be a measure of the conceptual difficulty of the student's written expression).

Data from the study suggest that at any specified educational level, there is a significant relationship between the structural elements of composition and intellectual ability, as well as between the conceptual or "merit" aspect of written expression and intelligence. It seems, moreover, that structural and conceptual aspects of written expression are significantly related to one another. And finally, the relationships between conceptual or "merit" difficulty and intelligence is significantly higher than the relationship between structural, or readability, difficulty and intelligence.

Implied in these data is the idea that although "general goodness" of written expression involves structural elements, it also includes the much more important element of communication of experience with significant effect. The experimenters point out that perhaps the recent trend in the application of readability formulas has swung too far. Attention should be given not only to structural elements but also to the ideas being expressed in a composition. The communication of ideas within the framework of good structure is, after all, the essential requisite of written and spoken expression.

Most children in school today are probably better readers than were their parents when they were in school declared Paul Witty, professor of education at Northwestern University, at a meeting of the American Association for the Advancement of Science in Philadelphia last January.

Commenting on a poll of 500 teachers' judgments relative to reading achievement, Dr. Witty emphasized the fact that while

the teachers agree that attainment in reading is probably somewhat higher than ever before, they feel a need for more developmental and remedial reading programs, especially in high schools and colleges. It is imperative, he stated, that these programs be characterized by the use of varied teaching materials and the adaptation of reading assignments to meet individual needs.

Growth of public interest in handicapped children was evidenced in 1951 by the increase in parent organizations and in other movements concerned with this phase of education, according to D. L. Chambers of Information and Publications Service, U. S. Office of Education. Also notable was the increase in legislative and budgetary provisions by State Departments of Education for the purpose of serving more children with various types of physical and mental handicaps. More attention is currently being given to the problems of educating the low grade mentally deficient and to expanding the educational opportunities at both the elementary and secondary school levels for the deaf and the blind.

More specifically, Chambers reports that Georgia added a director for special education; North Dakota instituted an overall program for all types of handicapped children. Minnesota, California, and Wisconsin amended special education laws to subsidize local school districts for the mentally handicapped. Delaware also passed legislation providing reimbursement to districts for special classes, while Texas extended its laws to include the mentally deficient, the deaf and the blind in its educational provisions. In addition to these advancements, efforts were made to organize a national office for an association for mentally retarded children.

Still, though special education is advancing, only 15 per cent of the nation's 5,000,000 school-age exceptional children receive schooling adjusted to their particular handicaps, personalities, or mentalities. Included among these exceptional children reports the U.S. Office of Education, are 2,000,000 with physical handicaps and 700,000 who are slow-learning. Others are socially or emotionally maladjusted, or are mentally gifted.

Shortage of specially trained teachers for exceptional children

are the immediate block to improvement of school services for the handicapped. An investigation, now being conducted by Dr. Romaine Mackie of the U. S. Office of Education, on the qualifications and type of preparation needed for teaching the mentally retarded or physically disabled child may be of value to teachers' colleges in bettering their curricula in order to meet this need.

Campaign to weed out undesirable comic books at St. Boniface School (New Vienna, Iowa), opened unofficially when a teacher noticed a pupil reading a comic book rated as objectionable in *Parents' Magazine*. After asking the other pupils in her class to bring their comic books to school, she learned that they were patronizing more than a few objectionable ones. Similar experiences in other classrooms of the school led to an organized drive to direct the children's comic-book reading.

As a first step in solving the problem, a sermon stressing parents' obligations of vigilance and supervision was preached at the two parish Masses. Parents were instructed to inspect comic books read by their children and to destroy the objectionable ones. To aid them in this task a mimeographed copy of the ratings listed in a national magazine was given to each family as the congregation left the Church.

Children study too much history too soon in their lives asserts L. Alilunas in an article appearing in the December issue of *Elementary School Journal*. Contrary to the recommendations of some curriculum specialists there is real doubt that third- or fourth-grade children are psychologically ready for the history that is their daily diet. Authorities in the teaching of history have recognized that history without time relations is impossible. Yet, the sense of chronology which deals with events in sequence and which is foundational in the study of the past develops late in most children.

Studies have shown that developmentally, children learn words indicating present time first, then words indicating future time, and finally words denoting past time. The majority of American children do not know what year it is, what day of the month it is, or what "time" means until they are approximately eight

years old. It is not until they are eleven years old that they have a full understanding of reckoning time and of chronology. It would seem then, that maturation and indirect learning through everyday experiences rather than specific training in time concepts, bring about time sense.

The author of the article implies that it would be wise for curriculum-makers and teachers to consider well the fact that history is an indirect experience and that it requires cognitive qualities which cannot be expected psychologically of young children.

Supervisory ratings of teacher efficiency do offer, with proper interpretation, valuable information to those concerned with the improvement of teaching. This is the conclusion reached by the author of a study published last December in the *Journal of Experimental Education*.

Participants in the study were 220 elementary school teachers, graduates of Iowa State Teachers College. Three types of ratings were obtained for each teacher: (1) ratings on a five-point scale on traits such as Discipline, Knowledge of Subject Matter, Health, etc., (2) rank orders of traits on a paired-comparison instrument, and (3) a general category rating.

Findings of the study may have implications for the improvement of rating scales in general. High correlations between the several ratings on Resourcefulness and on Knowledge of Subject Matter seem to indicate that these traits are more characteristic of the good teacher, or perhaps more important in the minds of the superintendents, than such traits as Health and Courtesy.

The fact that the mean of the initial rating on Discipline was lower than the mean for any other trait but that it rose with each successive rating may have some significance in the interpretation of ratings. A low rating on this trait at the end of a teacher's first year of teaching may not be as indicative of her future potentialities as a low rating on Resourcefulness which had a low mean on initial ratings but which had the highest correlation with the general category rating.

Health, an item with consistently high ratings seems to have the least relationship with general all-round teaching merit.

NEWS FROM THE FIELD

Arguments on religion in public education held the attention of the U. S. Supreme Court during the first week of February. The Court heard arguments on the constitutionality of released-time in New York and two New Jersey laws, one requiring the reading of at least five verses from the Old Testament in each public school classroom at the opening of each school day and the other permitting the recitation of the Lord's Prayer in all public schools. Final decisions in the two cases probably will not come until late in the current term, which ends next June. Attorneys said the rulings, no matter how they go, may be as historic as the Court's 1948 decision in the McCollum case.

The New York released-time case, which has been through the New York State courts where the statute has been upheld, was originated by Mrs. Tessim Zorach and Mrs. Esta Gluck, parents of children attending public schools. Kenneth Greenwalt, attorney for the New York parents protesting released time, explained that they are "not hostile to religion" but believe the released-time program violates the constitutional requirements of separation of church and state. He argued that the system "causes the public schools to be used as a conduit for religious classes." He declared that the "powers of the state should not be used to help sects get children for their religious classes." He contended also that the New York authorization is unconstitutional because it is discriminatory and a use of tax-supported public school facilities for keeping attendance and truancy records of children designated for the religious classes. He held that the New York plan is essentially no different from the invalidated Illinois program (McCollum case), despite the holdings of the religious classes away from school property.

Under the New York plan, children may be released from classes one hour each week to receive sectarian religious instruction away from school property. The program is not compulsory. Children attend the outside instruction courses on written notice from parents, while those who do not wish to do so remain in school. In Champaign, Ill., the religious instruction classes were held on public school property. The New York

plan was established by statute in 1940, but it had been in practice for many years before the law was passed; it has become a model for programs in many other states.

At one point in the argument, counsel for the opponents of the New York plan stated that in Scarsdale, N.Y., the only persons who took advantage of the program were the Catholics. At this point, Chief Justice Fred M. Vinson interrupted with a question of what that had to do with the case. There was no answer.

During the arguments, counsel for the opponents of the plan declared that the only way that religious instructions could properly be given to public school children was through a "dismissed-time" program—not a released-time plan. At this juncture, Justice Felix Frankfurter indicated that the nation's public schools ought to be completely secular.

Wendell Brown, solicitor general of New York State, contended that the U. S. Supreme Court opinion in the McCollum case did not declare that all released-time programs were unconstitutional. He denied that, in the New York plan, which he said goes back to 1925, there is "any use of tax-supported property or use of school funds, or solicitation by any religious groups on school property." The chief arguments in favor of the New York plan centered around the argument that the plan does nothing more than implement the parental right to have children instructed according to the dictates of their conscience. It was pointed out that just one hour a week is devoted to the released-time program, which was planned so that children would not be subjected to a purely secular education.

The argument on the New Jersey law requiring Bible reading in public schools was marked by sharp questioning by several of the Justices. This case originated through a suit brought by Donald R. Doremus, as a taxpayer, and Mrs. Anna E. Klein, as the mother of a public school pupil, against the State of New Jersey and the Hawthorne Borough Board of Education. Mrs. Klein's daughter now has been graduated from public school. The case was brought up through the New Jersey State courts, all of which upheld the constitutionality of the statute. Briefs filed in the case with the U.S. Supreme Court pointed out that Bible reading is prescribed in public schools in eleven states,

while five others make it permissive. A brief filed in opposition to the New Jersey statute pointed out that in four states statutes requiring Bible reading have been found invalid.

Attorney Myman Zimel, representing the two New Jersey residents who appealed the state court decision, described the statute as a legislative invasion in a field barred to the State by the Federal constitution. When a State enters that field, he asserted, it is establishing a religious service in public schools and becomes an "engine of religion."

Attorney General Theodore D. Parsons of New Jersey said that his State's law violates neither the religious freedom nor equal protection guarantees of the Federal constitution. It does not establish a religion, discriminate against any religion, interfere with freedom of conscience, prevent free exercise of religion or force any child to attend the Bible reading periods.

Questions by several members of the Court indicated that the eventual decision in this case may hinge to some extent on jurisdictional points, as well as the issue of constitutionality. They said they wanted to determine, among other things, whether two appellants had "legal standing" to bring the suit into court as "injured" parties or solely as taxpayers.

If the U. S. Supreme Court bars religious education from the public schools, then support of the public schools becomes a problem of conscience, declared Rev. James A. Pike, Columbia University chaplain and dean of the Episcopalian Cathedral of St. John the Divine, New York. Dr. Pike made his statement at a meeting of Protestant churches, representatives, held recently in New York and sponsored by the New York Protestant Council, which is cooperating in the released-time program. Exclusion of religion from the public schools means "man's affairs are considered all week without reference to God—and that is precisely what the secularistic philosophy means to communicate—man without God," he maintained. He stated further: "If the Court gives a red light to religion in the public schools, then our citizens who stand in the Judaeo-Christian tradition must be ready to give radical reconsideration as to whether we can conscientiously give our moral support to schools from which by judicial fiat have been excluded all religions except the religion of humanistic secularism."

BOOK REVIEWS

LOCAL PUBLIC SCHOOL ADMINISTRATION by Benjamin Floyd Petenger. New York: McGraw-Hill Book Co., Inc., 1951. Pp. xv + 512. \$4.75.

Although the principles of administration are rather stable and unchanging, their application in various organizations or at various levels within the same organization involves special problems. This is particularly true of the principles which obtain in the administration of schools. It is important, therefore, to analyze the administrative activity in each area and to examine the application of general principles to specific circumstances. The author has attempted to make such an analysis of the administrative processes at the local level. Consequently there are only a few references made to the State and Federal roles in education and these are intended as clarifications of some local function. The usual aspects of administration are considered within the framework indicated and the book has much to offer the student and administrator who is concerned with this important phase of school work.

The author has done two things which seem to limit the value of this book. In the opening chapter he explains that an eclectic approach to administrative problems has been adopted. This, he explains, enables him to consider the legal, philosophic, historical, and scientific aspects of various questions and thus present a fuller picture of the current situation. As a matter of fact this approach leaves much to be desired. The historical treatment, when it is given, is far too sketchy and the reader is inclined to be rather disappointed with the hasty manner in which certain problems are handled.

Moreover, the author utilizes a rather adequate, although not altogether new procedure in handling the administrative problems that arise in connection with private schools. He simply ignores them. The wisdom of this procedure may be rightly questioned. Is it possible to understand all the problems of public school administration without reference to the private schools? Can one discuss adequately the question of public

relations, federal aid to education, the role and function of the school board, and other similar problems without mentioning the private schools which are serving American youth at the local level? Or is the proficient administrator one who can ignore the private school and work as though such schools do not exist?

Such a book as this, while it can offer much to the student and administrator, does nothing to create better understanding between local and private school personnel and certainly ignores fundamental problems which must be the concern of every alert administrator.

JOHN B. McDOWELL.

The Catholic University of America.



PRINCIPLES OF GUIDANCE AND PUPIL PERSONNEL WORK (4th ed.)
by Arthur J. Jones. New York: McGraw-Hill Book Co., Inc.,
1951. Pp. xi + 531. \$4.50.

One of the more significant developments in education during the past twenty-five years is in the area of guidance. In this book Mr. Jones aims to make clear the real meaning and significance of guidance by formulating fundamental principles that should underlie the guidance movement. It will enable teachers and administrators to understand the relation of guidance to the total school program.

Much of the mystery that seems to surround and becloud the literature on guidance has been eliminated here. Educators responsible for establishing conditions favorable to total child development, in intellectual, religious, emotional, social, and physical life will read this book with profit. The author seems to possess a practical approach to an effective program of guidance for public schools. He deeply impresses the reader with the fact that the true significance of guidance lies not in the multiplication of facilities or in the development of administrative machinery. Guidance connotes assistance. It should assist the student in solving the difficulties of life, difficulties related to temporal and eternal goals.

The many limitations of works of this type do not escape the notice of the reader. That the author is aware of the limitations

of tests and inventories is evident from his cautious treatment of these tools. He does not advocate a test top-heavy method of guidance. Also worthy of comment is the fact that the author maintains that guidance should not be limited to the high school or college level, but should begin with the elementary school and extend to colleges and universities. Because of the treatment of all levels of guidance, perhaps, Mr. Jones does not treat comprehensively of any levels; nevertheless he is to be commended for recognizing the importance of beginning guidance at the elementary level. From the many excellent studies, with which the author is aware, in the area of child psychology it is evident that intellectual, emotional, social, and physical problems have tremendous impact on the future school life of the child. Special chapters are also devoted to youth out of school and to Negro youth who still remain in great need of proper guidance programs.

The book may be criticized as being mechanical and limited to the problems of the public school though with scant effort it might have included all schools. In spite of the fact that the author avers that the mechanical routines of testing are not true guidance, he nevertheless fails to emphasize the value of personal relationships between the guidance director and his clients.

JUSTIN A. DRISCOLL.

The Catholic University of America.



TEACHING THE MEANINGS¹ OF ARITHMETIC by C. Newton Stokes.
New York: Appleton-Century-Crofts, Inc., 1951. Pp. xi +
531. \$4.50.

There are several reasons why the child has difficulty with number work, but Mr. Stokes maintains that ineffective teaching is still the principal reason. Granted that the child possesses normal intelligence, he has all the ability essential for developing number concepts. There is no such thing as a child of normal intelligence who cannot do arithmetic. The child can learn if the material makes sense to him. Learning is facilitated in proportion as the materials of learning have meaning. This

simply means that the child's past experiences form the starting place of instruction in arithmetic. Ample evidence indicates that the child possesses considerable knowledge of numbers and their meanings when he enters school. The skillful teacher will build his program upon this knowledge.

The first part of the book, then, contains an excellent discussion of the psychological principles of learning which justify the method of teaching arithmetic with reference to meaning. Part two is a logical development of the first, concerned with the practical aspects of the psychological theory. It gives one a better understanding of the true place and significance of meaning in the teaching of arithmetic.

The reader will probably find the third section the most interesting. It is an exposition and demonstration of the principles of good teaching in arithmetic. Four points are developed: technics of instruction, problem solving, pacing of instruction, and evaluation of learning. Since the verbal element is very important in number development, the author has devoted special care to the treatment of this phase of teaching. Ineffectual reading necessarily results in faulty comprehension of pertinent facts and relations. Many number tasks are often simple but if the pupil fails to understand the problem proposed, because of reading difficulty, trial and error attempts follow.

No one will accuse the author of idle theory. Seven chapters in the last section are devoted to application of arithmetic meanings to the classroom. A series of step-by-step outlines are presented for pupils in the various age groups. It interprets, by illustrative developments of teaching procedures, the purpose and meaning of the principles set forth in the preceding pages. It represents a departure from the usual practice in which topics are treated without regard to grade development. This section is somewhat forced, and perhaps it does not matter too much when number work is introduced. What is important is how it is introduced and taught.

Authorities may not agree with all of the author's conclusions, but in general this book deserves an excellent rating since it is based on sound principles and is very readable.

JUSTIN A. DISCROLL.

The Catholic University of America.

DICTIONARY OF DOGMATIC THEOLOGY by Pietro Parente, Antonio Piolanti and Salvatore Garofalo. Translated from the second Italian edition by Emmanuel Doronzo. Milwaukee: Bruce Publishing Co., 1951. Pp. xxvi + \$4.50.

This excellent reference work, compiled and translated by specialists and experienced teachers, is intended to fill the need of the cultured layman for whom the catechism is too little and theology too much. It offers an extensive bibliography, a synthesis of theological doctrine, a dictionary of dogmatic theology, an outline of the history of dogmatic theology, and an index of entries.

The topical bibliography (p. ix-xvii) has been competently revised and augmented by the translator, Rev. Dr. Emmanuel Doronzo, O.M.I., Associate Professor of Theology at the Catholic University of America, to include works of particular significance and appeal to the English-speaking student. The synthesis of theological doctrine (p. xxi-xxvi) is a jewel of theological setting expounded with remarkable concision and clarity.

The dictionary section (pp. 1-300 in double column) comprises over six hundred entries covering the whole field of dogmatic theology. Each entry condenses all that had been written on the subject and represents the official teaching of the Church; it is treated with accurate scholarship, abundant information and documentation, concise form, and pleasing style; and it is followed by an adequate bibliography as guide to selected readings and further study. It is impossible to single out entries for special commendation for they are practically all compiled with great distinction. The length and elaboration of the entries are determined by their theological and practical importance. Finest are the entries concerning the sacraments, causality and grace.

By way of constructive criticism, be it allowed to suggest a few additions and revisions. As it can be expected in a western Catholic work, the religious beliefs of the Middle and Far East are almost entirely ignored. Ancestor worship, the pivot of Asian religions and societies, is not as much as mentioned. Buddhism has only an incidental reference to suffering. Confucianism, Heaven as supreme being, Hinduism, Shintoism and Taoism do not rate a reference. Such occidentation (orientation would be a misnomer) of natural and supernatural cultures is all too

evident and harmful in western one-sided attitude, books and schools. Moreover, there should be room for an entry on the glory of God, which is supposed to be the reason of creation on the part of God and the motive and end of all action on the part of man. Substance should be redefined in the light of recent scientific discoveries. Theology, the "science which, through the combined lights of reason and divine revelation, treats of God and creatures in relationship to God" stands a more precise definition. Finally, the title of J. de Maistre's book cited on page 44 is *Du Pape* and not *Le Pape*; the pontifical yearbook's title is *Annuario Pontificio* (p. 78); on page 223 "deacons (q.v.)" should read: "diaconate (q.v.)" for there is no "deacons" entry.

The distinguished Roman authors should be highly praised and congratulated for having produced the finest concise dictionary of dogmatic theology, which shines for precision of doctrine, clarity of form, coverage of the field, practicality of exposition. It is destined to be a precious reference tool not only in the hands of the intelligent layman, but also of the clergy. As for its English edition, no better translator could have been found than Dr. Doronzo, who knows Italian and English equally well, is the author of a monumental work on sacramental theology and has a long teaching experience.

ANTONIO SISTO ROSSO, O.F.M.

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OUR SAVIOUR AND HIS LOVE FOR US by Reginald Garrigou-Lagrange, O.P., trans. A. Bouchard. St. Louis: B. Herder Book Co., 1951. Pp. ix + 398. \$6.00.

THE LOVE OF GOD AND THE CROSS OF JESUS by Reginald Garrigou-Lagrange, O.P., trans. Sister Jeanne Marie, O.P. St. Louis: B. Herder Book Co., 1951. Pp. v + 461. \$6.00.

These two volumes are splendid contributions to the science of the spiritual life; in translation they will have wider use among English-speaking people. As a Dominican, the author leans heavily on St. Thomas Aquinas, but he does not forget the Carmelite, St. John of the Cross. The first volume deals with the mystery of the Incarnation and the Personality of the Savior,

His love for us and the mystery of the Redemption. The other volume is themed along the lines of St. John of the Cross. It treats of crosses of the senses, crosses of the soul, and the life of union through Jesus and Mary.

Both works depict a deep sense of religious feeling. Yet, to this reviewer, the author relies more on philosophy than on the data of Revelation. Our religion is after all a supernaturalized religion. Philosophy helps in understanding it but it does not give complete answers to questions which stem from it. Perhaps more stress on the contributions of Revelation than on those of Aristotelianism would have made for a more satisfying treatment of the topics discussed. However, in spite of this observation, it must be said that these books are competently written and well worth reading.

Each translation is praiseworthy. Difficult phrases are turned masterfully, and the general style is lucid and not labored.

JOHN P. WEISSENGOFF.

School of Theology,
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ISAIAS: MAN OF IDEAS by Dom Hubert van Zeller. Westminster, Md.: Newman Press, 1951. Pp. 123. \$2.25, cloth; \$1.25, paper.

DANIEL: MAN OF DESIRES by Dom Hubert van Zeller. Westminster, Md.: Newman Press, 1951. Pp. 232. \$2.75, cloth; \$1.50, paper.

These books are charming presentations of the lives and times of two very important Prophets. Though the stories are not complete, since the writer avoids the intricacies of interpreting prophecy, they do portray Isaias and Daniel as living beings. In a somewhat colloquial style and with a judicious employment of imagination, van Zeller has succeeded in recreating vividly scenes in the lives of these two great men. It is refreshing to find a writer who admits the difficulty of getting reliable evidence on the subject of his biography and who is venturesome enough to attempt by means of his knowledge of human beings generally and his limited information on the times of his sub-

jects to make the latter real to the modern mind. The specific value of these two books lies in their popular appeal.

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THE PEOPLE OF ARISTOPHANES by Victor Ehrenberg. Cambridge, Mass.: Harvard University Press, 1951. Pp. xx + 418. \$5.00.

It is a pleasure to bestow encomia on a critically prized volume. This is the second, enlarged edition of this work. Many regard Aristophanes as a mere comedian;! he is much more than that. In his comedies, he was a conservative critic of theology, philosophy, literature, and public mores in general. The various objects of Aristophanes' barbs, as well as his pieces of praise, are duly described by Ehrenberg. The author delineates the comedy of the early Greeks and shows how Aristophanes' situations and lines bring out the thinking of his times on people and their institutions. The book is provided with a chronological table, a general index, and an index of famous passages from the plays of Aristophanes. Students and others interested in Greek drama will find it of great value. The writing is clear and interesting, and the format is quite attractive.

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BOOKS RECEIVED

Educational

Aldrich, Julian C., (ed.). *Social Studies for Young Adolescents: Programs for Grades 7, 8, 9.* Washington, D.C.: National Council for Social Studies. Pp. 87. \$1.50.

Dolch, Edward William. *Better Reading in Your Schools.* Champaign, Ill.: Garrard Press. Pp. 38. Free.

Dru, Alexander, (trans.). *Leisure the Basis of Culture* by Josef Pieper. New York: Pantheon Books, Inc. Pp. 169. \$2.75.

Educational Policies Commission of the NEA and the AASA, and the Executive Committee of the American Council on Education. *Education and National Security*. Washington, D.C.: National Education Association and the American Council on Education. Pp. 60. \$0.50.

Kleinert, Heinrich, and others. *Lexicon Der Padagogik*. I and II. Bern, Switzerland: Verlag A. Francke Ag., 1951. Pp. xvi + 928. S. Fr. 60.

Payne, John C., (ed.). *The Teaching of Contemporary Affairs*. Washington, D.C.: National Council for Social Studies. Pp. 235. \$2.50 paper; \$3.00 cloth.

Textbooks

Confraternity of Christian Doctrine. *A Confraternity School Year Religion Course*. For teachers of Children attending Public Schools. Grades VI, VII, VIII. Paterson, N.J.: Confraternity Publications. Pp. 209.

Marguerite, S.N.D., Sister M. *My Reading and Phonics Book*—for the New Edition of *These Are Our Friends*. Boston: Ginn and Co. Pp. 36. \$0.56.

Marguerite, S.N.D., Sister M. *Teaching the First Reader Program*: Manual for the New Edition of *These Are Our Friends*. Boston: Ginn and Co. Pp. 275. \$0.96.

Marguerite, S.N.D., Sister M. *These Are Our Friends*. New Edition. Boston: Ginn and Co. Pp. 192. \$1.48.

Ward, Helen H. *Dutton Books for School and Classroom Libraries from Kindergarten through Junior High School*. New York: E. P. Dutton and Co., Inc. Pp. 60. Free.

General

Bonomo, C.S.S.R., Humbert. *Our Saints*—Bibliography. New York: Vatican City Religious Book Co., Inc. Pp. 351. \$2.75 cloth. D'Assisi, O.S.U., Mother Francis. *Saint Angela of the Ursulines*. Milwaukee: Bruce Publishing Co. Pp. 207. \$3.00.

Doty, William L. *Stories for Discussion*. New York: Joseph F. Wagner, Inc. Pp. 168. \$2.75.

Huber, O.F.M. Conv., Raphael M. *Our Bishops Speak*. National Pastoral and Annual Statements of the Hierarchy of the United States, 1919-1951. Milwaukee: Bruce Publishing Co. Pp. 402. \$6.00.

Longarzo, L. Cornelius. *Selective Bibliography, Historical Effects and Implications of Atomic Energy*. New York: N. Y. Committee on Atomic Information, Inc. Pp. 15. \$0.50.

- Mueller, S.J., Joseph. *The Fatherhood of St. Joseph*. St. Louis: B. Herder Book Co. Pp. 238. \$3.50.
- Powers, C.S.V., Francis J. *Papal Pronouncements on the Political Order*. Westminster, Md.: Newman Press. Pp. 246. \$3.50.
- Rilke, Rainer Maria. *The Life of the Virgin Mary*. Trans. Stephen Spender. New York: Philosophical Library. Pp. 49. \$2.75.
- Shapland, C.R.B., (trans.). *The Letters of Saint Athanasius Concerning the Holy Spirit*. New York: Philosophical Library. Pp. 204. \$6.00.
- Stella Maris, O.P., Sister. *The Catholic Booklist 1952*. St. Catharine, Ky.: St. Catharine Junior College. Pp. 78. \$0.75.
- Thornton, Francis Beauchesne. *Alexander Pope: Catholic Poet*. New York: Pellegrini and Cudahy. Pp. 312. \$4.75.
- Walsh, John J. *Boxing Simplified*. New York: Prentice-Hall, Inc. Pp. 110. \$3.95.

Pamphlets

- Leonard, Charles W. *Why Children Misbehave*. Chicago: Science Research Associates, Inc. Pp. 48. \$0.40.
- Letton, Mildred C., and Ries, Adele M. *Clubs Are Fun*. Junior Life Adjustment Booklet. Chicago: Science Research Associates, Inc. Pp. 40. \$0.40.
- Lewellen, John. *Primer of Atomic Energy*. Life Adjustment Booklet. Chicago: Science Research Associates, Inc. Pp. 48. \$0.40.
- McLaughlin, Thomas J., (ed.). *Learning to Live: A Booklist for Supplementary Reading*. Combined Book Exhibit of the Forty-first Annual Meeting of the National Council of Teachers of English. 950 University Ave., New York 52, N.Y. Pp. 56. Free.
- Primer on Communism*. Freedom Pamphlet. New York: Anti-Defamation League of B'nai B'rith. Pp. 74. \$0.25.
- Summer Schools at British Universities 1952*. New York: Institute of International Education. Pp. 12.

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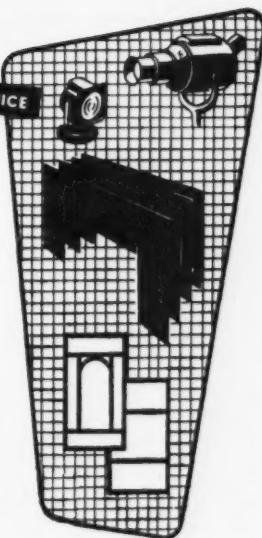
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